

GRADE 5

Implementation GUIDE

PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Hoboken, New Jersey

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Welcome to *ReadyGEN*

A Whole New Level of Ready!

Dear *ReadyGEN* Teacher,

How do you prepare young children for college and careers? You invite them to read, to write, and to explore content. You engage them intellectually and emotionally in authentic texts and compelling ideas. *ReadyGEN* is a new generation of literacy instruction for the next generation of learners in your classroom.

It is a wonderful time to be teaching. Everything we have developed for you to use has, at the heart of it, our hope that you will love what you teach and that your students will love what they learn.

On behalf of the Pearson family, we thank you for the work you do for children and welcome you to the exhilarating era of college and career readiness.

All the best,
The *ReadyGEN* Team



What is *ReadyGEN*?



Get ready, teachers, for *ReadyGEN*! I am so thrilled to be part of this exciting, progressive program designed to capitalize on the reading instruction research and what we know makes reading for understanding so engaging for students. This program provides the structure you need to make teaching reading successful and the flexibility you need to deliver reading instruction that is responsive to your students. I am confident that you will find this new program to be the “just right” fit to enhance what you know about reading instruction and to keep your students motivated to read more.

—Sharon Vaughn, University of Texas

ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students' understanding and expand their knowledge.

ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use various fix-up strategies as they become increasingly responsible for their own learning.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this next generation of readers and writers ready to meet the challenge presented by the Common Core.

—P. David Pearson, *University of California, Berkeley*

ReadyGEN actively engages students in literacy experiences, with authentic, rigorous texts serving as the core of all instruction. Developed to enable students to meet the expectations of the Common Core Standards and to prepare for college and careers, *ReadyGEN* provides the tools teachers need to guide students through an instructional approach that fosters the reciprocity of reading and writing. This critical approach helps students understand the interdependency between reading and writing and use it to become lifelong learners and communicators.

To anchor this approach, *ReadyGEN* has at the heart of its instructional design a link between close reading and the production of writing. The program encourages students to dig deep, think hard, and always cite evidence from the text as proof of their ideas. *ReadyGEN* is designed with rigor and responsiveness to guide all students toward success.

ReadyGEN lessons incorporate a variety of literacies to engage students in unit topics, genres, and the types of writing prescribed by the Common Core Standards. Using *ReadyGEN*'s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing.

How do I use *ReadyGEN*?

ReadyGEN lessons are designed with Dr. P. David Pearson's gradual-release-of-responsibility model, with the goal of building independent readers and writers. As teachers use mentor texts to model reading and writing practices in each module, students work to master standards. *ReadyGEN*'s Performance-Based Assessments assess learning so that teachers can easily adapt instruction to student needs.

ReadyGEN's lessons include focused reading and writing instruction, independent practice, vocabulary instruction, and student-centered features such as Team Talk. With this structure, *ReadyGEN* combines the reading and writing workshop model into one comprehensive literacy workshop. It provides targeted instruction with multiple reads of a variety of coherent texts. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to deeper student understanding and increased student responsibility.

The program provides flexibility in tailoring lessons for various classroom environments. To ensure success, however, it is recommended that you follow these steps as you plan your *ReadyGEN* lessons:

1. Read the Performance-Based Assessment (PBA) for the module.
Reviewing the PBA before instruction begins provides a preview of what is expected throughout the module. All instruction ultimately leads to a successful PBA.
2. Read the module text set, which includes the anchor and supporting texts.
3. Review the Text Complexity Rubrics for all texts in the module. These rubrics are found in the Teacher Resources section at the back of each *Teacher's Guide*. Make note of the focus of each text and any features or content that might present roadblocks for your students.
4. Review the *Scaffolded Strategies Handbook* lessons for the module in tandem with the core *Teacher's Guide*. Decide which Handbook lessons, if any, will be most helpful for your students.

Instructional Routines

Instructional routines are the foundation of the *ReadyGEN* instructional plan. *ReadyGEN* routines provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

The routines are located in the Teacher Resources section at the back of each *Teacher's Guide*. The routines are developmentally appropriate to each grade and build upon the previous grade in a spiral fashion.

- Team Talk—Think/Pair/Share Routine
- Whole Class Discussion Routine
- Small Group Discussion Routine
- Read Aloud Routine
- Shared Reading/Read Together Routine
- Independent Reading Routine
- Text Club Routine
- Benchmark Vocabulary Routine: Informational
- Benchmark Vocabulary Routine: Literary
- Reading Wrap-Up Routine
- Writing Wrap-Up Routine

ReadyGEN Tip

The program is designed with rigor and responsiveness to guide all students toward success. There is flexibility in tailoring *ReadyGEN* lessons for different classroom environments; however, it is recommended that teachers use the program routines and instructional processes to serve lesson objectives.

Generative Vocabulary



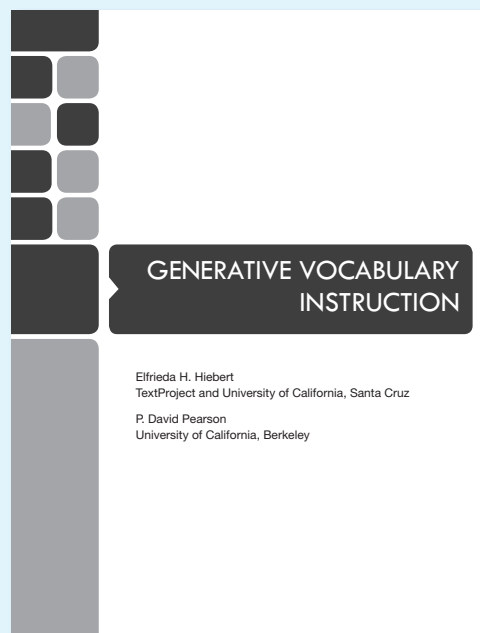
Generative vocabulary instruction aims to make visible to students critical features and functions of words and connections among words. This knowledge is intended to support students in generating meanings of unknown words in texts.

—Elfrieda Hiebert, *TextProject* and
University of California, Santa Cruz

A hallmark of *ReadyGEN* is the generative vocabulary instruction that helps students learn about words—how words work and how they’re connected. Students learn to “generate” new words to unlock complex text. *ReadyGEN* employs a system for understanding how words work in complex texts and for determining which words within a text most enable meaning-making for students.

The overarching goal of the vocabulary strand is to foster understanding of a single text and to ultimately carry that word knowledge across text types within the unit and beyond. The words chosen in each lesson are essential to comprehending text and, in fact, become the access points for students in need of scaffolding.

Dr. Elfrieda Hiebert and Dr. P. David Pearson have written a white paper on generative vocabulary. You can log in to PearsonRealize.com and download the document *Generative Vocabulary Instruction*.



BENCHMARK VOCABULARY These words are important for understanding concepts within a text. This vocabulary is addressed during Focused Reading Instruction and can be defined as

- words needed to comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of a text.

BY-THE-WAY WORDS These are sophisticated or unusual words for known concepts that can be stumbling blocks to comprehending a text. The words should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These words are addressed during Close Reading and can be defined as

- words requiring a quick explanation in order for text to be understood.
- words supported by the text for meaning.
- words that are more concrete.

GENERATIVE VOCABULARY IN SPEAKING AND WRITING

Students should demonstrate a deep understanding of the generative vocabulary process by using Benchmark Vocabulary in conversations, in their writing, and in the Performance-Based Assessments.

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Planet Earth*, p. 4, with the word *rocket*.

TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR30–TR35, teach the meaning of *rocket*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *rocket*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

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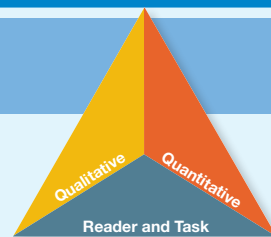
- **BY-THE-WAY WORDS** On page 4, the text says that Earth looks "like a huge, bright disk colored blue and white." What clues in the book help you understand what a disk is? (The illustration shows Earth looking like a circle colored blue and white, so a disk must be a flat, round object.)
- **BY-THE-WAY WORDS** On page 5, how does the author help readers understand what a planet is? (He provides a definition to answer the question of what a planet is: "a huge ball of rock or gas that moves around the Sun.") Which planet in particular does the author talk about in this book? (Earth)

ReadyGEN Teacher's Guide

Becoming Researchers				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
play	pretend	actor, host	Topic	
pretend	play	host	Topic	
vibrations	vibrate	shaking, movement	Topic	
evaporation	evaporate, vapor	disappearance, transformation	Topic	
interaction	act, action, interact	exchange	Topic	
boundaries	bound	borders, edge, perimeter	Topic	
examine	examination	inspects, looks	Big Idea	
examined	examination	inspected	Topic	
dramatic	drama, dramatically	act	Topic	
discrete	discrete	unit	Topic	
secretly	secretly	confidentially, secretly	Topic	
striking (adj)	striking	beautiful, noticeable, surprising, remarkable	Topic	
retreat	retreat	haven, refuge, sanctuary	Topic	
cracks	crack, opening		Topic	
obstacle			Topic	
expansion	expand		Big Idea	
extending	extended	extending	Topic	
rolls	roll	roll	Topic	
comparative	compare	comparing, relating	Big Idea	
pristine	pristine	pristine, original	Topic	

ReadyGEN Teacher's Guide

UNIT 1 • MODULE A				
Becoming Researchers				
Vocabulary to Unlock Text				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
aggressive	aggression, aggressive	physical contact	Topic	
documented	document	recorded, observed	Topic	
adapted		adjusted, acclimated, transformed	Topic	
integral		important, critical, necessary	Topic	
SUPPORTING TEXT: <i>The Boy Who Drow Alike</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
migrate	migration, migrant	travel	Topic	
inhabited	inhabitation	dwelt, nest	Topic	
transformed	transformation, transformative	change	Topic	
rehabilitated	rehabilitation	restored, renewed	Big Idea	
initiate	initiation	begin, start	Topic	
complex	complexity	difficult, complicated	Topic	
theory	theoretical	idea, concept	Big Idea	
SUPPORTING TEXT: <i>"Froggie Frog"</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
interviewed	interview	researched, studied	Topic	
extinction	extinct	depletion	Big Idea	
juvenile	young, adolescence		Topic	
surprise	surprised	surprise	Topic	
attitudes	attitude	beliefs	Topic	
native	nativity	domestic	Topic	
vulnerable	vulnerability	fragile	Big Idea	
exposed	exposure	vulnerable, uncovered	Topic	



Text Complexity

In order to become college- and career-ready, students need to read increasingly complex texts as they progress through Grades K–12, and they need strategies that will help them comprehend these texts.

The Common Core Standards suggest a three-part model to gauge the difficulty of a particular text. Each part of the model is of equal importance. As outlined in Appendix A of the Common Core Standards, the three parts are:

QUANTITATIVE MEASURES

The quantitative dimensions of a text include the readability score, such as the Lexile, Dale-Chall, or Flesch-Kincaid score, as well as other scores of text complexity, such as word count, word and sentence length, or word frequency. These measures are typically calculated by computer software.

QUALITATIVE MEASURES

Factors that influence the qualitative complexity of a text include levels of meaning (literary text) or purpose (informational text), text structure, language conventionality and clarity, and knowledge demands. These measures are best determined by an attentive human reader.

READER AND TASK CONSIDERATIONS

When determining the appropriateness of a text for individual students, it is important to consider the variables specific to a reader (motivation, knowledge, experiences) and to a task (purpose and difficulty of the task or of the questions posed). These judgments are best made by teachers using their professional experience and knowledge of their students.

Text Complexity Rubrics are provided in the Teacher Resources section to help familiarize teachers with the complexity of each text in a module. The rubrics provide a snapshot of the complexity of the anchor and supporting texts, using both quantitative and qualitative measures. The Reader and Task Suggestions in each rubric provide tips for preparing students to read the text, but you should make your own assessments based on your students.

Assessments

ReadyGEN provides a variety of assessment opportunities to gauge student progress toward mastery of reading and writing skills and standards.

BASELINE ASSESSMENT This test is designed to determine students' instructional needs at the outset of the year and establish a "starting point" for each student. The results will help identify individuals who are at grade level, those who need support, and those who might benefit from more challenge.

FORMATIVE ASSESSMENTS Ongoing formative assessments are integrated within every module of *ReadyGEN*. These include **Monitor Progress If . . . then** suggestions throughout the *Teacher's Guide* for observing and assessing students' progress; Formative Assessment suggestions in many writing lessons; student work in the *Reader's and Writer's Journal*; and **If . . . then** suggestions for monitoring progress in the *Scaffolded Strategies Handbook*.

PERFORMANCE-BASED ASSESSMENTS Each module of *ReadyGEN* concludes with a Performance-Based Assessment (PBA). These tasks allow students to apply the skills they learned to their writing. The PBA process helps teachers measure students' mastery of the standards. The *Teacher's Guide* features a four-point writing rubric to evaluate students' PBAs and a Reflect and Respond page that includes suggestions for writers struggling with the PBA task.

END-OF-UNIT ASSESSMENTS These assessments consist of reading passages, selected-response questions, and writing prompts. Students read or listen to the passages and answer comprehension and vocabulary questions, referring to the texts as needed. The passages are either literary or informational and become increasingly complex over the course of the year. The prompts require students to write pieces of varying lengths in all writing types.

ASSESSMENT BOOK The grade-specific *Assessment Book: Teacher's Manual* provides an overview of the *ReadyGEN* assessment component; offers tips for assessing English language learners; provides fluency and running-record information and passages; and includes test administration information, answer keys, and rubrics for the Baseline and End-of-Unit Assessments. Student tests are found in the *Assessment Student Book*.

Reading Instruction

Using carefully organized text sets and a routines-based instructional path, *ReadyGEN* is designed to accelerate delivery of the Common Core instructional shifts in elementary English language arts classrooms.

Each *ReadyGEN* text set consists of an anchor text and supporting texts. Each text was thoughtfully selected to provide key insights into the core Enduring Understandings of the unit topic. The text sets are the center of instruction and include multiple genres, worthy of close reading and rereading.

Read the Text

The goal of the first read of the anchor or supporting text is to introduce the text and allow students an opportunity to explore and make initial findings about it. Students focus on the Enduring Understandings and the Essential Questions as they preview the text. Then students and teacher read together, or students read independently.

ReadyGEN Tip

If you read aloud a section of the text or the entire text, you can employ the gradual-release model; that is, you need not be the only one reading every day. Depending on student ability, you might invite individual students to read aloud to the group or have small groups do a choral reading.

After reading, students reflect on the gist of the selection and their general understanding of it. During the second read, or Close Reading, students revisit the selection to answer text-dependent questions using close-reading strategies. This is not a time to reread every page read during the first read. Rather, students go back to discuss and reread only portions of the selection to answer text-dependent questions, always citing evidence from the text.

Focused Reading Instruction

The goal of the Focused Reading Instruction is to allow students to dig deeper into focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge. The following lesson parts make up Focused Reading Instruction:

VOCABULARY DEVELOPMENT Students learn, discuss, and use the rich generative vocabulary that is integral to unlocking the text.

TEXT-BASED CONVERSATION and **TEAM TALK** Students work collaboratively in whole group or small groups to discuss the text. Then, with a partner, they state and support an opinion about what they have read.

READING ANALYSIS and **LANGUAGE ANALYSIS** During Reading Analysis, students learn and use the comprehension skills and strategies they need to understand the text. Additional literary elements, such as author's purpose and genre, are also included in these discussions. During Language Analysis, students learn about author's craft, or "how the text works." Through close reading of a text, students explore elements such as figurative language, sentence structure, dialogue, and word choice.

WRITING IN RESPONSE TO READING Students write in response to a prompt about what they have read. They are required to cite evidence from the text in their writing.

ACCOUNTABLE INDEPENDENT READING Students have an opportunity to extend and apply what they have learned to a "just right" text of their choice.

READING WRAP-UP Students reflect on the reading they have done and share the work they have accomplished throughout the lesson.

READING OBJECTIVES

Identify how words connect meaning in an informational text.

Correctly use *Planet Earth* when the text is used.

Use text features to locate information.

Build an author's talk conversation.

BENCHMARK VOCABULARY

✓ noted, p. 4

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCTION Print and read about the sentence from *Planet Earth*, p. 4, with the word noted.

TEACH Using the Benchmark Vocabulary Routine for Informational text on pp. TR52–TR55, teach the meaning of noted. Then use the information on pp. TR52–TR55 as a guide to expand children's vocabulary through discussion of the words that are connected to noted.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 212 in the Reader's and Writer's Journal. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Use the Whole Class Discussion Routine on pp. TR6–TR9. Review the information found on the Contents page and the Index. Think about about these text features. These text features help me find information quickly. The Contents page lists headings for the sections and the page number where each section begins. The Index lists the most important subjects covered in the book. Each subject is followed by page numbers where this subject is mentioned.

As a whole class, discuss when to use the Contents page to locate information and when to use the Index instead. Evaluate how helpful each is in helping the reader find specific information quickly. As children participate in collaborative conversations, have them build on others' talk in conversations by linking their comments to the remarks of others.

Team Talk

STATE AND SUPPORT AN OPINION Use the Think-Pair-Share Routine on pp. TR32–TR35. Ask children to review the Contents page and the Index and answer this question: *Why do you think the author included both a Contents page and an Index?* (Possible response: The Contents page tells the reader the big ideas that will be covered but the Index shows where facts about specific subjects can be found.)

UNIT 4 • MODULE B

WHOLE GROUP

Language Analysis

TEXT FEATURES AND STRUCTURE Explain that the author of a question-and-answer book uses text features and a structure that helps readers understand what questions are being asked and how they can be answered.

CITE TEXT EVIDENCE Reread the title, Contents page, and Index. Note that the title, *Planet Earth*, is the text's main topic. Use the following prompts to guide discussion about the book's text features.

- What is the relationship between the Contents page and the book's main topic? (The headings on the Contents page tell subtopics.)
- What is the relationship between the Index and the book's main topic? (The Index lists specific details that relate to the main topic.)

Turn to pp. 4–5. Focus on the text's structure.

- What format does the author use to ask questions? (A numbered list.)
- What format does the author use to give answers? (A numbered list of answers are given under the flag.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES AND STRUCTURE Have children turn to another spread of the book. Then, on p. 213 in the Reader's and Writer's Journal, have them explain how the text features and structure help them locate information.

WRITING IN RESPONSE TO READING Have children turn to p. 217 in the Reader's and Writer's Journal to review this prompt: *On the question-and-answer flag in the book help you learn? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the Independent Reading Routine on pp. TR52–TR55.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the Reading Wrap-Up Routine on pp. TR42–TR45.

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See Routines on pp. TR2–TR48

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Writing Instruction



In the digital world of the 21st century, strong writing skills are critical to effective communication, and Pearson's *ReadyGEN* makes it possible for all students to become champion writers. This program provides solid writing instruction and abundant practice in three important text types: narrative, informative/explanatory, and opinion, as well as the many subgenres these text types include. Beginning in kindergarten, *ReadyGEN* gives students the opportunity to explore texts in depth and then write about what they have read. In doing so, they develop as critical readers, writers, and thinkers. The writing program in *ReadyGEN* provides instruction in key process skills that will transform students into lifelong writers. Right from the start, *ReadyGEN* is a valued partner in helping all students master language and express ideas in powerful ways.

—Pam Allyn, Executive Director and Founder, LitLife and LitWorld

The *ReadyGEN* instructional model uses reading to gain knowledge. Writing, then, is the tool for enhancing reading comprehension and learning from text. *ReadyGEN* provides opportunities and guidance for students to talk about and then write about what they have read and learned.

Writing Lessons

Each **Writing** lesson in a module focuses on one writing type as specified in the Common Core Standards—narrative, informative/explanatory, or opinion—all in service of the **Performance-Based Assessment** that students will be assigned at the end of the module.

Explicit instruction guides students through the writing process. Instruction begins by linking reading and writing. Students analyze good writing models from the anchor and supporting texts they are reading. Together, students examine and explore writers' styles and techniques.

Each writing lesson also focuses on one or more grammar, usage, and mechanics conventions. Students discuss how authors used these conventions in the anchor and supporting texts, and they apply these conventions in their own writing. Then students practice the acquired skills in their *Reader's and Writer's Journal*.

During **Independent Writing Practice**, students have another opportunity to apply the writing skills and conventions they've discussed and learned. This practice prepares them for the Performance-Based Assessment at the end of the module. Opportunities for a digital delivery of student-produced writing are suggested.

All writing lessons end with a **Writing Wrap-Up**, during which students share their work using the Writing Wrap-Up Routine.

Performance-Based Assessment
Grade 2 • Unit 4 • Module B
PERFORMANCE-BASED ASSESSMENT UNIT 4 • MODULE B

TASK

In the News

Planet Earth is in a constant state of change. You will use information you have learned from *Planet Earth and Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. You can do additional research as needed to report on your chosen natural event.

Remember to

- introduce your topic.
- use facts and definitions to develop points.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative article is fully developed and includes numerous key details.	Topic is fully introduced and developed and includes a developed concluding statement or section.	Informative article includes several details, facts, and definitions, and answers all 5 W questions.	Several adjectives and adverbs are used to describe the event.	Informative article uses correct grammar, usage, capitalization, and spelling.
3	Informative article is developed and includes key details.	Topic is introduced and developed and includes a concluding statement or section.	Informative article includes some details, facts, and definitions, and answers 4-5 W questions.	Some adjectives and adverbs are used to describe the event.	Informative article uses mostly correct grammar, usage, capitalization, and spelling.
2	Informative article is developed but includes few key details.	Topic is introduced but only somewhat developed and includes	Informative article includes few details, facts, and definitions, and answers 3-4 W	Few adjectives and adverbs are used to describe the event.	Informative article includes some errors in grammar, usage, capitalization, and spelling.

Writing

Informative/Explanatory Writing

WRITING OBJECTIVES
Understand how facts and details from a text show how the text is related to the unit title. **G-2.1.1**
Identify adjectives. **G-2.1.2**

TEACH Explain that readers gain a deeper appreciation of this text by thinking about how it relates to the title of the unit: Facing Challenges and Change.

Talk about how this informational science book relates to the unit's title. For example, in telling about earthquakes and volcanoes, the author talks about changes that occur because of these disasters. The writer explains how the text relates to facing challenges and change by using facts, examples, and details from the text.

During reading, readers can look for facts and details that relate to the unit title. Have them keep these questions in mind as they read:

- What is the title of the unit?
- What parts of this text remind me of the title of this unit?
- What facts, examples, or descriptive details relate to the unit title?
- How do I understand the unit title better or differently after reading this text?

Use the Scaffolded Strategies Handbook to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children examine how a reader uses facts, examples, and details from the text to write about how the text relates to the title of the unit. Display a sample of what a reader might write about *Planet Earth*:

After reading about earthquakes in *Planet Earth*, I understand that one challenge people face is how to build buildings that won't collapse during an earthquake.

The writer links the unit title to *Planet Earth* by identifying one challenge that people living on Earth face.

Display another example of a reader's writing about the title of the unit.

As *Planet Earth* says, we cannot stop earthquakes from happening, but we can prepare for this challenge by building stronger buildings.

The writer uses text evidence to connect the text to the unit title: Facing Challenges and Change.

Explain to children that when they are writing about how a text might relate to the title of the unit, they should cite evidence from the text to support their thoughts.

CONVENTIONS: Adjectives
TEACH AND MODEL Remind children that adjectives modify or describe nouns. They tell which one, what kind, or how many. Vivid descriptive adjectives help the reader better picture the things described in the text.

If you flew to the Moon in a rocket, you would see Earth in the sky, like a huge, bright disk colored blue and white.

The adjective huge tells the size of the disk. The adjective bright gives more information about what the disk looks like.

PRACTICE Pair children. Have partners search p. 5 of *Planet Earth* to locate other examples of adjectives. For additional practice in identifying adjectives, have children turn to p. 215 of the *Reader's and Writer's Journal*.

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Scaffolding



Students are expected to have many ongoing opportunities to use text to integrate knowledge and ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. Adjusting your instruction to ensure that text is used as a primary resource for students to meet these understandings will take you a long way toward implementing the Common Core Standards.

—Sharon Vaughn, University of Texas

ReadyGEN provides a variety of scaffolding strategies you can employ to ensure instructional equity and access to rigorous text for all students.

Scaffolded Instruction notes appear throughout the lessons. These notes address stumbling blocks that might deter English language learners or struggling readers and writers. They allow for on-the-spot opportunities to use proven mediations right when you need them.

Scaffolded Instruction for Small Group

The **Strategic Support** instruction is targeted toward students who need additional scaffolding for the instructional focus of each lesson. Using the **Monitor Progress If . . . then** suggestions will guide you in determining the level of support students need during small group lessons. The teacher-led small groups in *ReadyGEN* are flexible and responsive to the needs of individual students. The groups will vary from lesson to lesson. Gather your small groups based on which students would benefit from additional scaffolding or extensions in a particular area. While you are working with small groups, other students will read independently, complete independent work, or work at a small group center or in collaborative groups.

The **Extensions** are activities intended for students who understand the lesson focus and would benefit from opportunities to extend the lesson and enhance learning.

Sleuth is a collection of short, high-interest selections that students use to sharpen their close-reading skills as they work through the Sleuth Steps:

- Look for Clues
- Ask Questions
- Make Your Case
- Prove It!

Three to four times in each unit, the Scaffolded Instruction for Small Group lessons use *Sleuth* to reteach, practice, and refine close-reading skills and strategies.

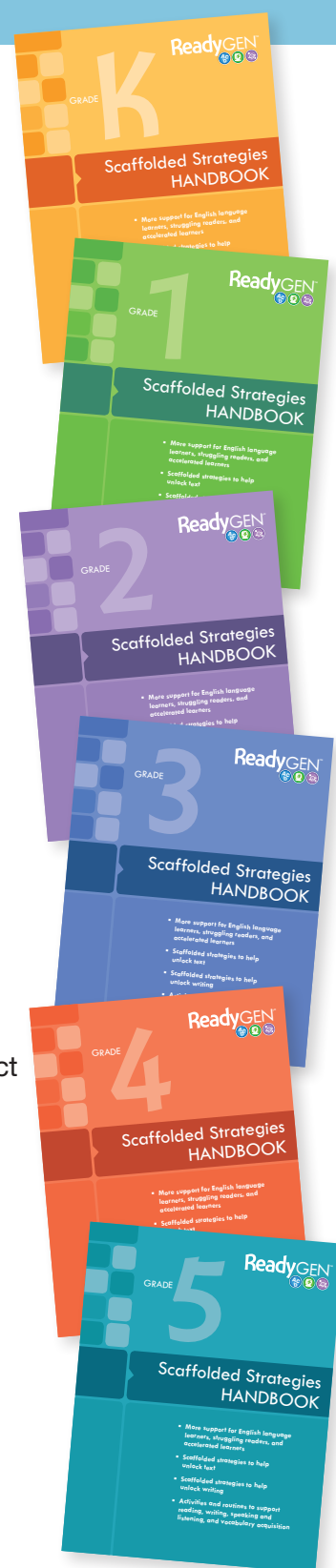
Scaffolded Strategies Handbook

The *Scaffolded Strategies Handbook* works in tandem with the *ReadyGEN Teacher's Guide* as students read and write about the anchor and supporting texts. The *Scaffolded Strategies Handbook* provides additional support strategies for you to use during small groups with those students who need extra scaffolding. The Handbook is divided into three parts.

PART 1: UNLOCK THE TEXT provides scaffolded lessons to help struggling readers unlock the anchor and supporting texts. Each lesson is divided into three sections: Prepare to Read, which activates background knowledge and introduces troublesome vocabulary; Interact with Text, which fosters close reading; and Express and Extend, which allows students to react to the text through discussion and writing.

PART 2: UNLOCK THE WRITING includes Unlock the Task lessons that scaffold the end-of-module Performance-Based Assessments into smaller, more accessible steps to use with English language learners and struggling writers. In addition, there are grade-appropriate guidelines for teaching each of the writing types required by the Common Core Standards: narrative, informative/explanatory, and opinion.

PART 3: ROUTINES AND ACTIVITIES is a collection of routines, reproducible graphic organizers, and games and activities to augment the English language arts classroom and address the Common Core Standards.



Foundational Skills

Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides an optional *Phonics Kit* for Grades K–3 and an optional *Word Analysis Kit* for Grades 4–5 for you to use along in conjunction with the *ReadyGEN* program for an additional 20–30 minutes of instruction.

The *ReadyGEN* scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.

ReadyGEN teaches phonics explicitly and systematically. Letter-sound relationships are taught in a systematic sequence, both in isolation and in the context of words and sentences. Students learn to blend and segment phonemes to hone their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills.

The *ReadyGEN* word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year.

KIT COMPONENTS

- Teacher's Guide (K–5)
- Picture Cards (K–3)
- Alphabet Cards (K–3)
- High-Frequency Word Cards (K–3)
- Vocabulary Cards (4–5)
- Kindergarten Readers (K)
- Decodable Readers (K–3)
- Practice Readers (4–5)
- Phonics Activity Mats (K–3)
- Letter Tiles (K–5)
- Sound-Spelling Cards (1–3)
- Phonics Songs and Rhymes Flip Chart (K)
- Audio CD (K)



Pacing

How do I pace my *ReadyGEN* day?

The time you spend on each lesson will vary from day to day based on the text, your students, and the amount of scaffolding and support necessary to deliver the instruction appropriately. You may need to adjust times accordingly. Use your professional judgment as you plan the instruction for each module. Here is a sample schedule.

WHOLE GROUP Reading 30–40 min	First Read: Explore the Text Second Read: Close Reading Focused Reading Instruction	10–15 minutes 10 minutes 10–15 minutes
SMALL GROUP Scaffolding 30–40 min	Strategic Support Extensions	Goal: Meet with up to 3 groups per day for 10–15 minutes each.
WHOLE GROUP Writing 30–40 min	Writing Type Independent Writing Writing Wrap-Up	15–20 minutes 10–15 minutes 5 minutes

What are my students doing while I work with small groups?

Students will work at their own pace. They might

- revisit the texts.
- complete independent practice work in their *Reader's and Writer's Journal*.
- work in the small group centers.
- engage in accountable independent reading.

Timesaving Tips

- Set a one- to two-minute time limit for Team Talk activities during Focused Reading Instruction.
- During the second read have students reread only those pages that will support them in answering the text-dependent questions.
- During the oral reading fluency check in small groups, limit the reading to a paragraph or two rather than an entire page.



What is the research
behind *ReadyGEN*?

UNIT 4

Exploring New Worlds

ReadyGEN uses the principles of backward design to help teachers deliver instruction based on learning goals. Each unit focuses on a Big Idea, which is further articulated at the module level in the Enduring Understandings. Essential Questions frame instruction and guide students along a clear pathway toward the Enduring Understandings and the important themes, or Big Ideas, of literacy.



xii Unit 4

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, 2000

MODULE A	Common Core Lesson Launch	1–11
	Lessons 1–18	12–191
	Performance-Based Assessment (Opinion)	192–199

TEXT SET



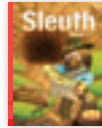
ANCHOR TEXT
Hudson



SUPPORTING TEXT
Pedro's Journal



SUPPORTING TEXT
"Secrets of the Canyon Cave"



SLEUTH
"A Man of Persistence"
"Pants with History"

MODULE B	Common Core Lesson Launch	200–211
	Lessons 1–18	212–391
	Performance-Based Assessment (Opinion)	392–399

TEXT SET



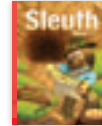
ANCHOR TEXT
The World Made New



SUPPORTING TEXT
Explorers of North America



SUPPORTING TEXT
New Beginnings: Jamestown and the Virginia Colony



SLEUTH
"This Is the Place"
"Making a Difference for Immigrants"

UNIT 4	Common Core Teacher Resources	
	• Routines	TR2–TR49
	• Graphic Organizers	TR50–TR64
	• Text Complexity Rubrics	TR66–TR75
	• Leveled Text Instructional Plans.....	TR76–TR85

xiii

At Grade 5, **ReadyGEN** has four units of study. Each unit is focused on a central concept.

A unit is divided into two modules. Each module is built around a text set, which consists of an anchor text, a supporting text, and *Sleuth*. Some selections are stand-alone trade books, other selections are contained in the *Text Collection*, and text for additional close reading is found in *Sleuth*.

"Reading widely is a habit that students must develop, but they also need instruction in reading increasingly complex texts so their reading diet is more balanced. We suggest that more difficult texts with scaffolded instruction should become part of the classroom equation."

Douglas Fisher and Nancy Frey, *Text Complexity: Raising Rigor in Reading*, 2012

UNIT 4

Assessment

There is strong alignment between **ReadyGEN** and the Common Core Standards in the program's various forms of assessments. In addition to daily opportunities for teachers to gauge student learning within lessons, the formative assessments provide benchmarks for teachers to assess student progress and to make instructional adjustments along the pathway toward the Performance-Based Assessment.

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core State Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If ... students struggle to make a real-life connection between words and their use.
Then ... use the Language Analysis support below.
If ... students need extra support to understand the text,
Then ... use the Close Reading support below.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Have students organize the reasons and details for their opinion essay on p. 180 in their Reader's and Writer's Journal. Students should continue building the topic they began in Lesson 4. Remind students that they are writing about how relationships between people in different generations can have an impact on a person's life. They should choose one opinion statement and reasons that support it from Lessons 5 and 6. Have students:

1. Make an outline including their opinion statement, three reasons, and supporting details for each reason.
2. Use their outline to write an opinion essay about the writing prompt.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.

"In Common Core, our formative assessments provide fresh, detailed information to guide our teaching on a day-to-day basis. These formative assessments contribute, over time, to students' progress in reading, and towards their achievement on high-stakes summative assessments. Our careful reading assessment gives us the information we need to make each lesson meaningful for every student."

Peter Afflerbach, *Understanding and Using Reading Assessment*, K-12



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

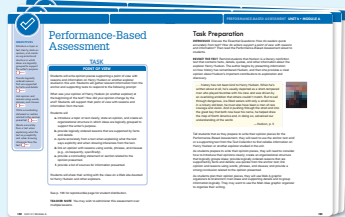
Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

UNIT 4 • MODULE A Point of View

TASK: Students will write opinion pieces supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Students will gather relevant information from the anchor and supporting texts to respond to the following prompt: What was your opinion of Henry Hudson (or another explorer) at the beginning of the story? How did your opinion change by the end? Students will support their point of view with reasons and information from the text. Students will share their writing with the class on a Web site devoted to Henry Hudson and other explorers.

UNIT 4 • MODULE B Packing for the Unknown: An Editorial

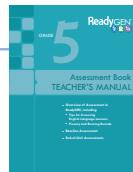
TASK: Students will refer to pp. 30–31 of *Explorers of North America* and use what they have learned about explorations in history to prepare for the unknown. They will write an editorial for a newspaper of the time period. The purpose of these editorials will be to try to convince others that their expedition is worthwhile. Students will share their writing with the class as part of an explorers' roundtable.



The Performance-Based Writing Assessment assesses the three types of writing genres required in the Common Core Standards for Writing: informative/explanatory, opinion, and narrative.

END-OF-UNIT ASSESSMENT

The **End-of-Unit Assessment** is found in the **ReadyGEN Assessment Book**. Use the assessments to give you additional information on student progress and inform your instruction.



The End of Unit Assessment is a summative evaluation designed to prepare students for success on the new assessments that measure students' mastery of the Common Core Standards.

“In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to ‘real world’ situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.”

Van Wagenen, Lewbet, Waterbury-Wyatt, Shaw, Pelietier, and Hibbard,
Teacher's Guide to Performance-Based Learning and Assessment

ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target standards selected for each module. Each unit focuses on an important understanding about how people interact with one another and the natural world. As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and insight into the world.

UNIT 4 • MODULE A

Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Exploration

Enduring Understandings

- Readers understand that comparing and contrasting texts help build awareness of similar themes and topics.
- Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions.
- Learners will explore content to understand that explorers have positive and negative impact.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

- How do readers quote accurately from text?
- How do writers support a point of view with reasons and information?

MODULE GOALS

- Readers** will use details in the text to compare and contrast and draw inferences.
- Writers** will write opinion pieces on topics or texts, supporting a point of view with reasons and information, quoting accurately from text.
- EXPLORE CONTENT** **Learners** will explore content to understand that explorers had an impact on the physical and human environment.

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, *Understanding by Design*

Text Set

ANCHOR TEXT

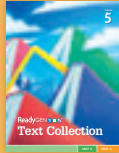


Hudson
Lexile 1040L
Informational Text

SUPPORTING TEXTS



Pedro's Journal
Lexile 830L
Literary Text



"Secret of the Canyon
Cave"
Lexile 820L
Literary Text

SLEUTH



"A Man of Persistence"
"Pants with History"



PERFORMANCE-BASED WRITING ASSESSMENT

POINT OF VIEW

Students will write opinion pieces supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Students will gather relevant information from the anchor and supporting texts to respond to the following prompt: What was your opinion of Henry Hudson (or another explorer) at the beginning of the text? How did your opinion change by the end? Students will support their points of view with reasons and information from the text.

TARGET STANDARD



Common Core State Standard W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1

The backward mapping of a **ReadyGEN** unit begins by identifying the target standard(s) for each module and developing a Performance-Based Writing Assessment to measure student mastery of the standard(s). Carefully chosen content-rich selections support text-based instruction that enables students to address the module goals. Using the texts as a springboard, students examine the elements of a genre and apply those elements as they complete the Performance-Based Writing Assessment.

"In **ReadyGEN** we think of reading and writing as two sides of the same literacy coin. We use reading to inform writing from the outset; the knowledge students gain from reading is the grist for their writing. And we use writing as a tool for enhancing their reading comprehension and learning from text; the more students write about what they have read, the better they learn and remember key ideas in the texts they read."

P. David Pearson, 2013

Vocabulary to Unlock Text

Generative vocabulary instruction makes visible to students critical features and functions of words and connections among words. This knowledge, then, supports students in generating meanings of unknown words in texts.

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as students dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help students internalize word-learning strategies. Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understandings of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

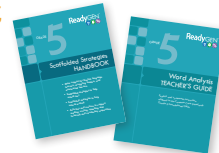
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Students should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Word Analysis Kit*.



2 Unit 4 • Module A

solemn	solemnity, solemnity	a
docile		a
interpreter	interpretation	tr

4 Unit 4 • Module A

“A critical group of words can be taught, but both the choice of words and the nature of instruction need to be generative, if students are to be prepared to unlock the meanings of the many rare words they will encounter in complex texts. **Generative** refers to the ability to apply knowledge of how words work when encountering new words.”

Elfrieda H. Hiebert and P. David Pearson, *Generative Vocabulary Instruction*

Exploring New Worlds

ANCHOR TEXT *Hudson*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
depicted	depicts, depiction	imagined, portray, pictured	<i>Topic</i>
courage	courageous	bravery, fearlessness, spirit	<i>Big Ideas</i>
ambition	ambitious, ambit	exploration, aspiration, passion, zeal	<i>Big Ideas</i>
mutinied	mutiny, mutineers	insurrection, revolt, riot, uprising	<i>Topic</i>
venture	adventure, venturesome	endeavor, gamble	<i>Big Ideas</i>
vigilance	vigilant, vigilante, vigil	alertness, diligence, attention	<i>Topic</i>
dejected	dejection	crestfallen, despondent, dispirited	<i>Topic</i>
tedious	tedium	dreary, uninteresting	<i>Topic</i>
elusive	elude	inaccessible, unattainable, unobtainable	<i>Topic</i>
confrontation	confront, confrontational	encounter, dispute, showdown, strife	<i>Topic</i>
void	avoid, voidance	deprived, lacking, emptied	<i>Topic</i>
appeal	appealing	allure, enticement, temptation	<i>Topic</i>
endure	endurable, endurance, enduring	face, go through, suffer, undergo	<i>Topic</i>
tensions	tensile	pressures, strains, stresses	<i>Topic</i>
rumors		falsehoods, gossip, hearsay, suggestions, whispers	<i>Topic</i>
detriment	detrimental	damage, disservice, harm	<i>Topic</i>
demoted	promote	downgraded, bumped down, lowered	<i>Topic</i>
exposure	expose	disclosure, betrayal, denunciation	<i>Topic</i>
desperate	desperation, desperado	despondent, forlorn, despairing	<i>Topic</i>
insisted	insistence, insistent	asserted, demanded, pressed, requested	<i>Topic</i>
frantically	frantic, frenetic	desperately, madly, uncontrollably	<i>Topic</i>
accuse	accusation, accusative, accusatory	allege, attack, blame, charge	<i>Topic</i>

3

Exploring New Worlds

nal continued

Links	Possible Semantic Links	Narrative Links
	insufficient, mere, paltry, puny, scant	<i>Setting</i>
	haughty, imperious, presumptuous, pretentious	<i>Character</i>
	amuse, divert	<i>Actions or Movement</i>
	bewitching, mesmerizing	<i>Setting</i>
	endeavoring, seeking, trying	<i>Big Ideas</i>

the Canyon Cave"

starting point for your class to generate related words. cluster than those listed here.

Links	Possible Semantic Links	Narrative Links
geous,	asset, edge, lead, upper hand	<i>Big Ideas</i>
urable	bigness, enormity, vastness	<i>Setting</i>
	aloneness, seclusion, emptiness	<i>Setting</i>
	accord, alliance,	<i>Big Ideas</i>
	spread out, unfolded	<i>Actions or Movement</i>
on	discovered, found, identified	<i>Actions or Movement</i>
on,	interlocked, joined	<i>Setting</i>
	creative, innovative, inventive, skillful	<i>Big Ideas</i>

istinguished, stately	<i>Character</i>
menable, compliant, submissive	<i>Character</i>
ranslator	<i>Actions or Movement</i>

ingenious

By teaching words in clusters of ideas rather than in isolation, students learn many more words; one word carries with it all of its relatives. Knowledge of morphological links helps make students aware that words share a common root. Recognizing semantic links expands students' vocabulary as they learn synonyms or related concepts for words. Narrative and informational links help students understand the roles that words play in a particular story or article.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions to introduce and guide students as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have students pronounce the word and then read the paragraph in

Tips and Tools

Context Clues

Help students learn to recognize different kinds of context clues in this example.

TEACHER RESOURCES • COMMON CORE ROUTINE



Benchmark Vocabulary Routine: Literary

COMMON CORE CONNECTIONS

RL.5.4, L.5.4, L.5.5, L.5.6

Rationale

In literary texts, students will likely encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary in texts. Students need to have a solid foundation of sound-spelling knowledge and continue to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Students must also understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers students with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in *Operation Clean Sweep*, the dialogue reads, "Next, I'll make a law against chickens running rampant around town." The word *rampant* is not likely a word fifth-grade students will encounter in many texts or use in conversations. Yet it helps readers visualize chickens running wildly around town once they understand the word. It is important to address these kinds of words so that students understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, students also gain vocabulary awareness that allows them to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

Tips and Tools

Context Clues

Give students practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: *game/game; long/long; rare/rare; stable/stable; tire/tire*.

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, *continue/discontinue; year/midyear; clock/clockwise; ship/shipper*.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, *authors/authors'; study/studied; crazier/crazier; faster/faster*.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fair, press, and sole* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *aqua*, meaning *water*, is the root word of *aquifer, aquarium, and aquatic*.

Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

“Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*



nds of context clues. Sometimes a
ample from Louise Erdrich's *The*
ake an offering to the spirits, or
h provides a clue to the meaning of
ver six feet in height."

ord, encourage students to think
d family to which it belongs, and/
You may find a Web A or Web B
d webs.

The Benchmark Vocabulary Routines for Literary and Informational Texts found in the back of each Teacher's Guide are key to vocabulary instruction. The Vocabulary Routines provide a structured approach to help students acquire strategies to apply during independent reading. Graphic organizers, also in the back of the Teacher's Guide, help students visualize relationships between and among words and concepts.



Vocabulary Routine: Literary

THE ROUTINE

chmark Vocabulary Routine for Literary Text to students.
e read narrative text, we will read words that we have
before. The text around these unknown words may
d them. Sometimes we need to look more closely at
Sometimes we need to look in a dictionary to find the
d or in a thesaurus to find similar words. Let's look at

e sentence or passage containing the word. Break the
s. Have students pronounce the word, identify the part
any affixes, and share context clues about its meaning
s. This brings students back into the text.

Unit 4 • Benchmark Vocabulary Routine: Literary TR39

ook up the word in a dictionary and read the definition.
understand the meaning as it is used in the text to ensure
ere's an example: *Rampant* can be defined as "showing
no signs of being under control." This word helps readers visualize what it
must be like to have chickens running wildly around town.

- 4 Use the word in other ways, for example, *After the controversial election, protesters ran rampant through the streets.* Then discuss the word in more depth. For example, Why do you think the author chose *rampant* to suggest how the chickens were running around town?
- 5 Have students look up the word in a thesaurus and compare the word to its synonyms. Discuss shades of meaning. Then talk about which synonyms work best in the context of the narrative and why. *How is uncontrolled different from rampant? How is unrestrained different from rampant?*
- 6 Have students use the word in a quick one-minute writing or conversation with a partner. This develops their proficiency in using the word in a new way.
- 7 Guide students to carefully consider word choice and nuances in word meanings as they incorporate this new vocabulary when writing in response to literary text.

Going Deeper

You may choose to do these additional activities once students are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have students create a Four-Square Map of the word. In one square, they define the word. In another square, they draw a picture of the word to hint at its meaning. Finally, they fill the last two squares with examples and nonexamples of ways to use the word.
- Have students keep a vocabulary notebook. Here they can list words that they find interesting and that they may want to use in conversations or in their writing.
- Have students keep a list of figurative phrases in their vocabulary notebooks. Discuss similes, metaphors, and personification, and have students record examples of each.
- Have students add words they encounter to the classroom word wall.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

TERMS TO KNOW

metaphor A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, "the fog was a blanket covering our car as we drove."

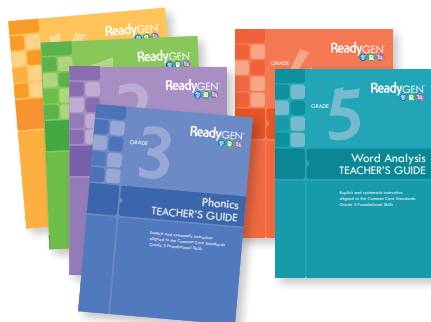
personification *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, "the trees wore cloaks of winter white."

simile A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, "the water sparkled like diamonds."

UNIT 4 • MODULE A Planner

ReadyGEN provides a suggested time span for daily lessons, with the understanding that instructional focus will vary from grade to grade. Teachers will want to adjust the time spent on each segment to meet the needs of all students in their classrooms.

In addition to the Lesson Plan, time allotted for instruction in foundational skills is necessary for reading success. Pearson's *ReadyGEN Phonics Kits (K–3)* and *Word Analysis Kits (4–5)* provide explicit and systematic instruction of all grade-level foundational skills.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- Explore the Text
- Close Reading
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING 30–40 minutes

- Daily

WRITING 30–40 minutes

- Opinion Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 12–21

READ Trade Book Foreword, "The Early Years" Hudson

READING FOCUS Determine an author's purpose and viewpoint about a historical issue.

WRITING FOCUS Write to analyze how the author reveals purpose and viewpoint.

LESSON 2

Teacher's Guide, pp. 22–31

READ Trade Book "On the Hopewell" Hudson

READING FOCUS Determine the relationship between historical individuals, events, and ideas to better understand the importance of historical context.

WRITING FOCUS Write to analyze how visual elements and text features contribute to a text.

LESSON 6

Teacher's Guide, pp. 62–71

READ Trade Book "Mutiny!" Hudson

READING FOCUS Analyze text structures and how they contribute to the meaning of a text.

WRITING FOCUS Logically organize reasons and evidence to support an opinion for an opinion essay.

LESSON 7

Teacher's Guide, pp. 72–81

READ Trade Book "After Hudson" Hudson

READING FOCUS Determine complex cause-effect relationships in a historical text.

WRITING FOCUS Strengthen support by adding, deleting, and rearranging reasons and evidence in an opinion essay.

LESSON 11

Teacher's Guide, pp. 112–121

READ Text Collection pp. 78–83 *Pedro's Journal*

READING FOCUS Analyze details that reveal character and compare and contrast characters in a text.

WRITING FOCUS Write to synthesize research and demonstrate understanding about a topic.

LESSON 12

Teacher's Guide, pp. 122–131

READ Text Collection pp. 84–87 *Pedro's Journal*

READING FOCUS Analyze characters' responses to events.

WRITING FOCUS Plan an opinion essay.

LESSON 16

Teacher's Guide, pp. 162–171

READ Text Collection pp. 96–100 "Secrets of the Canyon Cave"

READING FOCUS Analyze descriptive details and figurative language and their effect on a text.

WRITING FOCUS Publish and present an opinion essay.

LESSON 17

Teacher's Guide, pp. 172–181

COMPARE
• Hudson
• "Secrets of the Canyon Cave"

READING FOCUS Compare and contrast the responses of individuals in the texts.

WRITING FOCUS Plan an opinion essay by evaluating texts to determine significant themes they share.

Exploring New Worlds

LESSON 3

Teacher's Guide, pp. 32–41

READ Trade Book “North Again”
Hudson

READING FOCUS Analyze how the use of quotations, descriptive details, and sentence structures help achieve an author’s purpose.

WRITING FOCUS Write to analyze the author’s style.

LESSON 4

Teacher's Guide, pp. 42–51

READ Trade Book “The Half Moon”
Hudson

READING FOCUS Explain how the author uses reasons and evidence to support points in a text.

WRITING FOCUS Write to develop an introduction that introduces a topic and takes a stand on an issue for an opinion essay.

LESSON 5

Teacher's Guide, pp. 52–61

READ Trade Book “To the New World”
Hudson

READING FOCUS Explain how an author anticipates and addresses opposing viewpoints.

WRITING FOCUS Gather reasons and evidence to support an opinion for an opinion essay.

LESSON 8

Teacher's Guide, pp. 82–91

READ Trade Book pp. 44–47
Hudson

READING FOCUS Analyze relationships between individuals and concepts, focusing on historical influence.

WRITING FOCUS Add transitions to connect reasons and evidence to the opinion in an opinion essay.

LESSON 9

Teacher's Guide, pp. 92–101

READ Text Collection pp. 68–73
Pedro's Journal

READING FOCUS Analyze narrator and point of view in a text.

WRITING FOCUS Develop a conclusion for an opinion essay.

LESSON 10

Teacher's Guide, pp. 102–111

READ Text Collection pp. 74–77
Pedro's Journal

READING FOCUS Determine how description and dialogue contribute to the meaning of a text.

WRITING FOCUS Conduct research from multiple sources to develop understanding about a topic.

LESSON 13

Teacher's Guide, pp. 132–141

READ Text Collection pp. 88–90
Pedro's Journal

READING FOCUS Analyze imagery and figurative language in a text.

WRITING FOCUS Draft an opinion essay.

LESSON 14

Teacher's Guide, pp. 142–151

COMPARE
• *Hudson*
• *Pedro's Journal*

READING FOCUS Compare and contrast text structure in two texts.

WRITING FOCUS Revise and rewrite an opinion essay.

LESSON 15

Teacher's Guide, pp. 152–161

READ Text Collection pp. 91–95
“Secrets of the Canyon Cave”

READING FOCUS Analyze narrator and point of view in a text.

WRITING FOCUS Edit and proofread an opinion essay.

LESSON 18

Teacher's Guide, pp. 182–191

COMPARE
• *Hudson*
• *Pedro's Journal*
• “Secrets of the Canyon Cave”

READING FOCUS Analyze multiple accounts on a similar topic.

WRITING FOCUS Write an opinion essay to state and support an opinion about significant themes shared by multiple texts.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 192–199

POINT OF VIEW

Students will write opinion pieces supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Students will gather relevant information from the anchor and supporting texts to respond to the following prompt: What was your opinion of Henry Hudson (or another explorer) at the beginning of the text? How did your opinion change by the end? Students will support their point of view with reasons and information from the text.

Foundational skill instruction is available in Pearson’s ReadyGEN Word Analysis Kit.

7

The order in which the texts are presented and the length of time devoted to each text varies from module to module. Pacing depends on how the texts work individually and together to develop the concept. Pacing also varies according to the makeup of each classroom.

Each lesson’s Independent Writing Practice works to lay the groundwork for successful completion of the Performance-Based Assessment, which may be administered over a number of lessons and days.

“Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*

Independent Reading

Through independent reading, students practice and apply what they have learned in whole-group and small-group instruction.

Routines are an integral part of the **ReadyGEN** instructional design, supporting teachers and students. They provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

Accountable Independent Reading is an important part of a student's day. Have students choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on students' interests or your own observations of your students' needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask students questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- How do descriptive details, point of view, and mood contribute to theme? Quote accurately from the text.
- How are characters, settings, and events in the story similar and different?

CRAFT AND STRUCTURE

- What is the meaning of the figurative language and descriptive details?
- How does the narrator's point of view influence the description of events? Cite text evidence.

INTEGRATION OF IDEAS

- How do visual elements contribute to the meaning, tone, and beauty of the text?
- Compare and contrast two texts on a similar theme or topic. How are they different or similar?

Informational Text

Ask students questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What are the main ideas of the text? How do key details support the main idea?
- How are individuals, events, ideas, or concepts related to each other? Quote accurately when explaining or inferring from the text.

CRAFT AND STRUCTURE

- How are the overall structures in multiple texts similar or different? How do their structures help you understand them?
- Compare and contrast different accounts of the same event or topic.

INTEGRATION OF IDEAS

- How does the author use reasons and evidence to support points in a text?
- Integrate information from multiple texts on the same topic. How does this deepen your understanding of the topic?

See the Independent Reading Routine on pp. TR22–TR25.

“Independent reading makes you smart, improves your vocabulary, enhances your background knowledge, and makes you interesting. It is essential part of any effective reading program.”

Sharon Vaughn, 2013

Text Club

Encourage students to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Follow discussion rules and assigned roles.
- Ask and respond to specific questions about the texts.
- Contribute to the discussion and elaborate on others' remarks.
- Draw conclusions based on key ideas expressed in discussion.
- Summarize texts, as well as the key points a speaker makes and how those points are supported.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR26–TR29.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Learners understand that explorers have positive and negative impact*. As you build your Text Club library, consider using the texts below.

Exploring the New World

by Melody Herr
Informational Text
Lexile 760L

The New Americans

by Betsy Maestro and
Giulio Maestro
Informational Text
Lexile 940L

The Aztec Empire

by Jane Bingham
Informational Text
Lexile 990L

**Spirit of Endurance:
The True Story of the
Shackleton Expedition
to the Antarctic**

by Jennifer Armstrong
Informational Text
Lexile 790L

Hernando de Soto

by Ruth Manning
Informational Text
Lexile 950L

**Arctic Explorer: The
Story of Matthew
Henson**

by Jeri Chase Ferris
Informational Text
Lexile 1040L

LEVELED TEXT LIBRARY For additional practice with leveled texts at students' independent reading levels, see the ReadyGEN™ Leveled Text Library.

A Text Club provides a format in which 4-6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss texts from different genres.

Literature Circles enable students to use discussion and interaction to refine their understanding and better comprehend what they are reading. Meeting independently in small groups provides opportunities for students to become more engaged in conversation and make connections to their own experiences.

Brabham and Villaume, 2000; Ketch, 2005

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.5.1, RL.5.2, RL.5.3, RL.5.10; RI.5.1, RI.5.2, RI.5.3, RI.5.10; RF.5.4

Rationale

Independent Reading is reading students do on their own. Most often, Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Alouds and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently in Independent Reading.

The Independent Reading Routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide students in choosing appropriate texts in a variety of genres and assess that students understand what they read on their own.

Implementing for Success

Use the following suggestions to introduce and guide students as they become familiar with the Independent Reading Routine:

- Set a time frame for Independent Reading. It should be a daily routine with at least 20 minutes devoted to students reading independently.

Independent Reading Routine

THE ROUTINE

- 1 Introduce the Independent Reading Routine to students. For example, *Independent Reading is your time to choose the book you want to read. Keep in mind that it should be a book that allows you to practice some of the things we have talked about during our Read Aloud and Shared Reading times. The book should not be too easy or too hard.*
- 2 Have students find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, students enjoy that too.
- 3 Provide students with a focus for the day's Independent Reading. For example, you might have students focus on how the text features give further information about the main topic.
- 4 Check in with students as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is an opportunity for students to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to work through significant challenges.
- 5 As you check in with individual students about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include, *How has the author painted a picture to help you visualize the setting or characters? What words help paint that picture?*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have students reflect on their reading by writing briefly about what they learned from what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.

TR22 Unit 4 • Independent Reading Routine

g Routine TR23

The Independent Reading and Text Club Routines are only two of an array of routines, found in the Teacher Resource section in the back of each Teacher's Guide.

TR24 Unit 4 • Independent Reading Routine

“Students . . . apply their growing competence outside the company of their teacher by reading texts that match their independent reading ability. Over time, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge.”

Timothy Shanahan, Douglas Fisher, and Nancy Frey,
“The Challenge of Challenging Text” *Educational Leadership*

Text Club Routine



COMMON CORE CONNECTIONS
 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10; RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10; SL.5.1, SL.5.2, SL.5.3, SL.5.6

Rationale

Text Clubs provide a format in which 4–6 students become part of a temporary reading community with their peers. Text Clubs allow students to read and discuss different genres. By reading and discussing multiple genres, students develop an understanding of genre structures and build their own genre preferences. As students participate in thoughtful conversations centered around one book title or one theme, they engage in critical and creative thinking. Students learn personal responsibility and develop learning habits by completing reading assignments, fulfilling group roles, and reflecting on their group participation.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through read alouds and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

TR26 Unit 4 • Text Club Routine

Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Have students preview texts during independent reading. Then have volunteers give brief summaries of the texts before students choose their Text Clubs.

Text Club Routine

THE ROUTINE

- 1 Introduce students to Text Clubs. Here is an example: *Text Clubs are your opportunity to choose a text to read or a theme to investigate with a small group. After you individually read the text, your group will discuss it. You might focus on the author's craft or what text features enhanced the reading. Every member will have a role to play that will help your Text Club group have meaningful discussions about the text.*
- 2 Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** selects and defines interesting or important vocabulary
 - **Connector:** points out text-to-text connections
 - **Clarifier:** clarifies discussion points by group members
 - **Summarizer:** writes and shares a short text or discussion summary
 - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3 Preview 6–8 texts students may read in Text Clubs. Include a variety of text levels, allowing all students to choose texts they will be successful reading. Then give students time to preview the texts and sign up for the one they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Students read the text on their own and prepare for Text Club meetings. For longer texts, help students set up a reading schedule. For example, read one chapter every two days. Text Clubs may last for a few days or a few weeks. Students will also have work to do before the meeting. For example, the Investigator may research questions that came up at prior meetings.
- 5 Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *In what ways does this text connect to world events of today?* or *How did the character change from the beginning of the book to the end?*
- 6 After club discussions, have students decide how they want to share the text with the class. For example, they may choose to share as Reader's Theater, create a factual brochure, or write a sequel to the text.
- 7 Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their Text Club discussions with four stars being the best rating. Have students share the reasons for their ratings.

TR28 Unit 4 • Text Club Routine

Text Club Routine TR27

“In small groups, we are smarter. In well-structured groups, we leverage each other’s thinking. We learn more not just because we all bring different pieces of the puzzle, but because through talk, we can actually make new and better meaning together.”

Stephanie Harvey and Harvey “Smokey” Daniels

UNIT 4 • MODULE A

Small Group Center Ideas

Suggested activities engage students in meaningful tasks while the teacher provides scaffolded instruction to other students. Teachers may also choose to use their own center ideas.

During Small Group instruction in *ReadyGEN*, students can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that comparing and contrasting texts help build awareness of similar themes and topics.

CENTER TASKS

- Have students fill out a Venn Diagram to compare and contrast two texts from their independent reading.
- Have students use a T-Chart to compare and contrast topics and themes between an independent reading text and one of the texts in the module. Have them accurately quote text evidence to support their analyses.
- Have students write a brief compare-contrast essay to compare individual explorers discussed in their independent reading texts.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions.

CENTER TASKS

- For one of their independent reading texts, have students identify and record an author's opinion as well as supporting reasons and evidence (facts, details, and examples).
- Have students write a brief opinion essay. They can develop their own opinions about the topic of exploration based on their independent reading texts and support it with two or three reasons and evidence from the independent reading texts.
- Have students put information in sequence order by creating a timeline with captions of the explorers and voyages they read about in their independent reading texts.

“The strategies that are part of learning to write—such as peer editing and author’s chair—also help kids learn to read. Because when I do a peer editing, I’m asking questions like, ‘Okay, what was it you really wanted to say?’; and now, ‘How well did you say it?’; and then, ‘How could I help you say it better?’ And these are exactly the kinds of questions we are trying to promote in critical reading: getting to the author, trying to understand the author’s intentions and motives.”

P. David Pearson, *The Voice*, 2002

Word Work Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that explorers have positive and negative impact.

CENTER TASKS

- Have students add unfamiliar terms (people, places, or other domain-specific language) and definitions to a class dictionary based on independent reading texts they read.
- Have students identify words with similar prefixes or suffixes from their independent reading and add these words to classroom lists.
- Have students create word families of related vocabulary and domain words, such as words about explorers, exploration, or navigation.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that explorers have positive and negative impact.

CENTER TASKS

- Have students research more about an explorer from one of their independent reading texts. They can then create a social media profile for that person based on details from the text.
- Have students research more about one of the voyages they read about that was considered a failure at the time but that resulted in other successes, such as new knowledge.
- Have students research more about Christopher Columbus or another explorer they read about and how opinions of him and his voyages have changed over time.

“The use of oral composition is good preparation for more formal written work. When students have a chance to make meaning by talking with a peer, they are more likely to have fodder for writing tasks. Group conversations can be useful for sharing information read individually by members of the group. In addition, the opportunity to retell reinforces the use of new vocabulary and concepts.”

Douglas Fisher and Nancy Frey, *Word Wise and Content Rich*, 2008

The first read of the text is a quick read for basic understanding.

The *Scaffolded Strategies Handbook* addresses the needs of struggling readers, English language learners, and accelerated learners. The Handbook provides a companion lesson for each anchor and supporting text selection to help students unlock the text. Teachers may choose to use activities in the *Scaffolded Strategies Handbook* to provide alternative or additional support.

LESSON

1

LESSON 1 OBJECTIVE

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).



READING OBJECTIVE

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.



See Text Complexity Rubrics on pp. TR66–TR75.



12 Unit 4 • Module A • Lesson 1

Read Anchor Text

Build Understanding

INTRODUCE Have students focus on the following Enduring Understanding as you read the Foreword and “The Early Years” in *Hudson* and work through the lesson: *Learners understand that explorers have positive and negative impact.*

EXPLORE POETRY Read the poem “A Map and a Dream” in the *Text Collection*, p. 120, and discuss it with students. *What do maps provide to the speaker? What theme is the speaker developing? Use text evidence to support your answer.*

LESSON 1 FIRST READ Explore the Text

ENGAGE STUDENTS Preview the Foreword and “The Early Years” (pp. 5–11) with students. Let readers skim the text and illustrations and then study the map on pp. 6–7. Remind readers that their first reading will be directed at understanding people and events. Before reading, remind students about the Essential Questions: *How do readers quote accurately from a text? How do writers support a point of view with reasons and information?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

READ TOGETHER Foreword and “The Early Years” Use the **Shared Reading Routine** on pp. TR18–TR21. Before groups begin, review any vocabulary that might give students trouble. As groups read these sections for the first time, intervene briefly to have students pose questions to their groups. Remind students to focus on understanding the context of Henry Hudson’s life and the context of this biography.

Following the reading, discuss the questions below.

- What is the purpose of these sections?
- What have you learned about Henry Hudson’s career from these sections?
- What questions do you have?

Have students use p. 241 in their *Reader’s and Writer’s Journal* to record their responses to one of the questions. Use students’ written responses to monitor progress.

See Routines on pp. TR2–TR49.

The *Reader’s and Writer’s Journal* provides students with additional opportunities for practice and application in reading and writing response, vocabulary and conventions, and reading and language analysis.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on key ideas and details that develop the context of Henry Hudson's life and biography. Use the following questions to lead the discussion.

- In the Foreword, the author says "history has not been kind to Henry Hudson." What does the author mean? (Historians and others do not think highly of Hudson.) What evidence in this section supports the claim? (The author at first minimizes Hudson's efforts at exploration.) How does the author then contrast that idea to a new idea about Hudson? (The author discusses Hudson's "rare courage and vision" in sailing through dangerous waters.) **Craft and Structure**
- **BY-THE-WAY WORDS** The text refers to Hudson "pushing through the strait." Based on page 5 and the map on pages 6 and 7, what do you think *strait* means? (a waterway that connects two large bodies of water)
- Based on the map, how many voyages did Hudson make, using how many ships? (four voyages, three ships) **Key Ideas and Details**
- On page 9, the author writes that Hudson "was cast adrift by his crew." What does this imply about Hudson's power as a leader? (Hudson was a weak leader, and the men who worked for him overpowered him.) **Craft and Structure**
- **BY-THE-WAY WORDS** On page 10, the author describes the times as being tumultuous. Based on what you read on page 10, what context clues help you define *tumultuous*? (conflicts, uprisings) What does *tumultuous* mean? (violent disturbance or disorder)
- According to page 10, what made Hudson an explorer? ("a desire to stretch the limits of human knowledge") **Key Ideas and Details**

WHOLE GROUP

During the second read of the text, students use information from the text to respond to questions that require using higher order thinking skills.

By-the-Way Words should be defined quickly during reading to enhance fluent reading and aid in comprehension.

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Help students understand the phrase *shrouded in mystery*, used on p. 9: "But the rest of his life is shrouded in mystery." Explain that to shroud something is to cover it or hide it, and a mystery is a puzzle. The phrase literally means "hidden in a puzzle," and English speakers use it when they describe things no one can adequately explain.

STRATEGIC SUPPORT

READING ANALYSIS Students may not realize that explorers of Henry Hudson's time routinely observed, measured, and recorded geographic information. Explain that in addition to searching for new trade routes, explorers intended to describe and chart new places for the benefit of others.

"What makes scaffolding so effective is that it enables a teacher to keep a task whole, while students learn to understand and manage the parts, and presents the learner with just the right challenge. Scaffolding integrates multiple aspects of a task into manageable chunks and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner. "

Kathleen F. Clark and Michael F. Graves, *Scaffolding students' comprehension of text*.
International Reading Association, 2004

The lesson continues with instruction focused on Benchmark Vocabulary and Text-Based Conversation. By engaging in Team Talk, or a discussion about the text, students deepen their conceptual understanding before demonstrating skill in analytical text-based writing.

READING OBJECTIVES

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RL.5.4.L.5.6

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

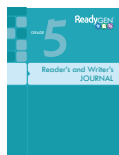
RI.5.8

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.4

BENCHMARK VOCABULARY

- depicted, p. 5
- courage, p. 5
- ambition, p. 5
- mutinied, p. 9



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Have students find and read aloud the sentences from *Hudson*, pp. 5 and 9, with the words *depicted*, *courage*, *ambition*, and *mutinied*.

TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR30–TR35, teach students the meaning of *depicted*. Then, using the information on pp. 2–5 as a guide, discuss where to place it on the word chart. Repeat for the words *courage*, *ambition*, and *mutinied*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 244 in their *Reader's and Writer's Journal*. Use their responses to monitor student progress.

Text-Based Conversation

COLLABORATE Use the **Small Group Discussion Routine** on pp. TR10–TR13. Have students go back to the text to find evidence of the author's purpose and viewpoint. Use questions such as the following:

- What do people know for a fact about Henry Hudson?
- What other information does the author give to help readers understand Hudson?

If students struggle to respond, you may wish to prompt them with the following: It says on page 9 that “we know almost nothing about the explorer Henry Hudson,” but the information on the page does give the reader a few facts. Look at the second column. When was Hudson “most likely” born? What else does the author tell us about him?

Team Talk

STATE AND SUPPORT AN OPINION Use the **Think-Pair-Share Routine** on pp. TR2–TR5. Is Henry Hudson a significant historical figure? Why or why not? (Possible responses: Yes; Hudson “left his name on so much of the map of North America.”)

“Writers often talk in order to rehearse the language and content that will go into what they write, and conversation often provides an impetus or occasion for writing. They sometimes confer with teachers and other writers about what to do next, how to improve their drafts, or in order to clarify their ideas and purposes.”

Reading Analysis

AUTHOR'S PURPOSE AND VIEWPOINT Explain that before an author writes a nonfiction text, he or she establishes a viewpoint, or an opinion, and a purpose, or a reason, for writing.

CITE TEXT EVIDENCE Have students focus on pp. 5–11 and the following questions to help them understand the author's purpose and viewpoint.

- According to the author, how did Hudson contribute to history?
- What is the author's purpose in sharing her viewpoint on Hudson?
- Why does the author use *surprisingly*, *even*, and *never* in the text in the box on page 10? How does this text support the author's purpose?

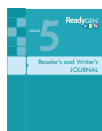
WHOLE GROUP

Students cite text evidence to help build their knowledge of the concept.

Independent Reading Practice

READING ANALYSIS: AUTHOR'S PURPOSE AND VIEWPOINT Have students summarize the author's viewpoint and purpose.

WRITING IN RESPONSE TO READING Have students turn to p. 245 in their *Reader's and Writer's Journal* and write a response to the prompt: Write two paragraphs stating and supporting your opinion as to how well the author uses facts to support her viewpoint of Hudson.



ACCOUNTABLE INDEPENDENT READING As students read texts independently, remind them to compare and contrast texts to determine similar topics and themes. Use the **Independent Reading Routine** on pp. TR22–TR25.

INDEPENDENT

Graphic organizers help students organize their thinking and aid their comprehension. See the Teacher Resources section in the back of the *ReadyGEN Teacher's Guide* for a variety of reproducible graphic organizers.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR42–TR45.

Independent Reading Practice offers students an opportunity to practice and apply what they have learned in their whole-group Focused Reading Instruction.

“The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner.”

P. David Pearson and Margaret Gallagher

The Common Core Standards require that all students interface with complex texts and tasks. **ReadyGEN** small-group instruction encourages students to revisit the complex texts they first encountered in whole group. With appropriate strategic supports and extensions, students more deeply access these texts within their groups. Strategic Support instruction aids struggling readers.

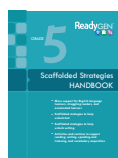
READING OBJECTIVES

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.8-12.L.8.8

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.8-12.L.8.1



While you are working with small groups, other students can work on

- independent reading, pp. 8–9 and TR22–TR25.
- Text Clubs, pp. 8–9 and TR26–TR29.
- activities from Small Group Center Ideas, pp. 10–11.

Scaffolded Instruction for Small Group

Strategic Support

MONITOR PROGRESS

If . . . students struggle to understand author's purpose and viewpoint,

then . . . use the Reading Analysis support below.

If . . . students need extra support to understand the text,

then . . . use the Close Reading support below.

READING ANALYSIS

STRATEGIC SUPPORT Help students read the Foreword, focusing on the author's word choice. Tell students that word choice helps indicate an author's purpose. Have students find the words *Unlike*, *In fact*, *But*, and *And*. Then ask, *How is Henry Hudson unlike other explorers? What does the reader learn after the words In fact? Are these negative or positive impressions? What does the author point out in the sentence beginning with But? What does the author emphasize in the sentence beginning with And? Does the author consider these to be negative or positive character traits? Explain that the author offers these positive impressions of Hudson because her purpose may be to persuade her audience that Hudson deserves to be looked at in a more positive way.*

CLOSE READING

REVISIT "The Early Years" Direct students to p. 9. Ask the following questions, and have students use text evidence for support.

- *How many years of Hudson's life do primary sources cover?* (Journals kept by Hudson's men document the years 1607–1611.)
- *What do you think happened to Hudson after he was "cast adrift"?* (Nothing is known with certainty, but given the conditions, he probably died.)
- *List one further question you have for experts on Hudson's life.* (How old do you think Hudson was when he "first set sail"?)

"The *how* of reading instruction includes many considerations, including...grouping. Grouping for reading is a fundamental issue in education, and is one of the few alterable features of education that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress."

Sharon Vaughn

Extensions

MONITOR PROGRESS

If . . . students understand author's purpose and viewpoint, then . . . use the Reading Analysis extension below by having students draw conclusions about historical individuals.

READING ANALYSIS

Direct students to read the Foreword, study the map, read "The Early Years," and then discuss the following questions:

- In the Foreword, what positive character traits does the author say Hudson must have had? What text evidence supports these character traits? (The author says Hudson must have had "rare courage and vision" because he sailed "through dangerous, ice-filled waters with only a small crew in a rickety old boat.")
- What does the map imply about Hudson's career as an explorer? (Possible response: It implies that he was not satisfied with one trip.) What can you infer about Hudson's personality from his many trips? (Possible response: He was persistent and energetic.) Does your response support the author's viewpoint of Hudson's courage and vision? (Possible response: Yes, because he never gave up.)
- What is the source of the author's claim on page 10 that Hudson was driven by "a desire to stretch the limits of human knowledge"? Quote accurately from the text in your response. (Possible response: Many explorers of the time were "traveling the world to find and develop new trade routes," and people in England were "learning to read and write, ushering in a golden age of art and culture.")
- What conclusion can you draw about Henry Hudson based on information presented on pages 5 through 10?

WORD ANALYSIS For systematic and explicit instruction in word analysis, use the *Grade 5 Word Analysis Teacher's Guide*, pp. 130–133.

LEVELED TEXT LIBRARY For additional practice with leveled texts at students' independent reading levels, see the *ReadyGEN™* Leveled Text Library.

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Extensions instruction targets both on-level and accelerated readers to help them expand their understanding of complex text.

Taylor and her colleagues (Taylor, Pearson, Walpole, and Clark, 2000) studied low-income schools that "beat the odds" predicted by their demographics. They found that one of the characteristics that distinguished these schools from their low-performing counterparts is that teachers in the beat-the-odds schools allocated a much larger chunk of the reading period to small group instruction.

At the heart of **ReadyGEN** is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. In fourth grade, students continue to analyze and synthesize sources, write to the sources, and defend claims through textual evidence.

The *Scaffolded Strategies Handbook* offers additional support specific to the three modes of writing articulated in the Common Core Standards.

WRITING OBJECTIVES

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.9.b

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1

Writing

Informative/Explanatory Writing

ANALYZE AUTHOR'S VIEWPOINT

TEACH Remind students that a writer may reveal purpose and viewpoint directly, by stating them, or indirectly, through word choice. When students analyze how an author reveals purpose and viewpoint, they examine the author's work in several ways: content, organization, and word choice.

Have students name the topic of *Henry Hudson*. Ask what they already know about the person Henry Hudson. Then point out that the author chose to write about Hudson for a particular purpose. Have students consider what they have read up to this point, and discuss the author's purpose. Explain that the author's viewpoint shapes the descriptions of people and events in the text.

To help students analyze the author's purpose and viewpoint, pose these questions.

- What does the author say about how historians usually portray Henry Hudson?
- What does the author think these historians may have overlooked?
- How does the author want readers to think about Henry Hudson?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL By discussing the Foreword, help students see how the author reveals her purpose and viewpoint.

Focus on p. 5, and read aloud the first paragraph.

Unlike most early explorers, Henry Hudson discovered no new land or territory. . . . He wasn't even able to find the passage to Asia he sought for so long. Some people think this made him a failure.

The writer contrasts Henry Hudson with other explorers and says what some people think of him.

Have students read the second paragraph, and then read aloud, beginning with “But to sail . . .”

But to sail through dangerous, ice-filled waters with only a small crew in a rickety old boat, he must also have been a man of rare courage and vision. And in pushing through the strait and into the great bay that both now bear his name, he helped draw the map of North America and, in doing so, advanced our understanding of the world.

The writer explains why Henry Hudson was not a failure after all. This is her viewpoint. It also reveals her purpose, which is to challenge the traditional view of Henry Hudson and to persuade her readers of Hudson's worthwhile impact on history.

Tell students to think about the last lines of the Foreword, in which the author says that Hudson “advanced our understanding of the world.” Discuss the effect of the author's choice of words, especially *our*: she wants readers today to feel connected to Henry Hudson.

CONVENTIONS Verbs: Gerunds

TEACH AND MODEL Tell students that verbals are verb forms used as other parts of speech. One kind of verbal is the gerund, which is the present participle (the *-ing* form) used as a noun. Point out the gerunds in the following paragraph.

Some people like competitive **rowing**, while others like **canoeing** and **kayaking**. **Sailing** is a water sport that requires knowledge of wind and weather. Competitive types focus on **racing**, while others focus on pleasure **boating**.

Gerunds appear in this paragraph as direct objects (sentence 1), as a subject (sentence 2), and as objects of a preposition (sentence 3).

PRACTICE Ask students to write several sentences about sailing using gerunds. Have volunteers read sentences aloud, and ask the class to identify whether the gerund is used as a subject, a direct object, or the object of a preposition.

For more practice with gerunds, refer students to p. 248 in their *Reader's and Writer's Journal*.




ReadyGEN teaches grammar as a set of tools to help writers communicate more effectively with readers. As students learn grammatical elements, they apply them in their writing.

“We don’t believe that writers are born. Instead, we believe that writers are created. They’re created when teachers nurture their development and provide focused instruction and feedback. In writing instruction we’ve found that a systematic approach, rather than a rigid, lock-step approach, increases students’ performance in writing (and by extension, reading).”

Douglas Fisher and Nancy Frey, *Scaffolded Writing Instruction: Teaching With a Gradual Release Framework*, 2007

The Prepare to Write section offers teachers support in teaching the lesson-writing element or form, preparing students to complete the Independent Writing Practice on the following page.

WRITING OBJECTIVES

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 

Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

 W.5.5.b

Informative/Explanatory Writing

PREPARE TO WRITE

TEACH Have students return to the Foreword on p. 5. Suggest that they use a Compare and Contrast graphic organizer to distinguish the author's viewpoint from the viewpoint most historians have.

Draw students' attention to the author's word choice on p. 5. Read aloud the first paragraph (or invite volunteers to read it aloud), using expression to highlight what Hudson did not do. Point out the word *even* in the third sentence, and ask whether the sentence would mean the same thing without it. Ask why they think the author includes the word. Tell students that this is an example of the way they can analyze how an author reveals purpose and viewpoint.

Analyze Viewpoint Continuing with the second paragraph on p. 5, help students further analyze the content, organization, and word choice. Begin with the first two sentences:

In fact, *history has not been kind* to Henry Hudson. When he's written about at all, he's usually depicted as a short-tempered man who played favorites with his crew and was driven by an overriding ambition that others couldn't match.

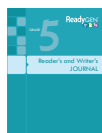
Here the author personifies *history* and states that historians themselves have been unkind. She supports this with a fact.

Have students identify the facts in these two sentences. Ask how these two sentences provide clues to the author's purpose.

Have students continue analyzing p. 5. Help them see that the author has organized the paragraph so that she can offer her viewpoint as an alternative to the unkind view of “history.”

Independent Writing Practice

WRITE Have students turn to p. 249 in their *Reader's and Writer's Journal*. Tell them they will write three to five paragraphs on a separate sheet of paper explaining how the author uses her purpose and viewpoint to shape the information in "The Early Years" (pp. 8–11). Encourage students to look for specific examples to include. As they plan and write, have students consider the following questions:



- Who are we in the paragraphs on p. 9? What do we have in common?
- The author has written several notable nonfiction books for young people. Does knowing this make a difference in how you analyze the text?
- Why does the author give information about other explorers and Queen Elizabeth I?
- What is the purpose of "Who Was Henry Hudson?" on p. 10?
- How might someone with a different viewpoint have concluded this section?

APPLY Have students review their writing to be sure they are using gerunds properly.


USE TECHNOLOGY If computers or tablets are available, have students draft and revise their writing electronically.

INDEPENDENT

WHOLE GROUP

Independent Writing Practice activities prepare students for the module-level Performance-Based Assessment. Teachers can use performance on these activities to inform and adjust instruction for students as necessary.

Writing Wrap-Up

 Have students share their views of the author's viewpoint and purpose in a brief class discussion. Use the **Writing Wrap-Up Routine** on pp. TR46–TR49.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VIEWPOINT Encourage English learners to explore the concrete and abstract meanings of the noun *view*. It can refer to a scene they perceive with their eyes or to a belief, opinion, or interpretation. Explain that *viewpoint* is sometimes used to mean the same thing as the word *view*.

STRATEGIC SUPPORT

PURPOSE Remind students that they are the author's audience. Help them understand that the author's purpose is to inform her readers about Henry Hudson as well as to persuade them of Hudson's place in history. Encourage students to ask questions about how the author tries to achieve her purpose.

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Scaffolded Instruction

Look here first for opportunities to open access for diverse student populations: English language learners, struggling readers, or accelerated learners.



OBJECTIVES

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.a

Provide logically ordered reasons that are supported by facts and details.

W.5.1.b

Link opinion and reasons using words, phrases, and clauses.

W.5.1.c

Write a concluding statement or section related to the opinion presented.

W.5.1.d

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.8

Performance-Based Assessments emphasize integration of reading, writing, and speaking and listening as students draw from the text sets to demonstrate their knowledge of core understandings.

Performance-Based Assessment

TASK

POINT OF VIEW

Students will write opinion pieces supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Students will gather relevant information from the anchor and supporting texts to respond to the following prompt:

What was your opinion of Henry Hudson (or another explorer) at the beginning of the text? How did your opinion change by the end? Students will support their point of view with reasons and information from the text.

Students will

- introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- provide logically ordered reasons that are supported by facts and details.
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- link an opinion with reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- provide a concluding statement or section related to the opinion presented.
- provide a list of sources for information presented.

Students will share their writing with the class on a Web site devoted to Henry Hudson and other explorers.

See p. 196 for reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers quote accurately from text? How do writers support a point of view with reasons and information?* Then read the Performance-Based Assessment aloud to students.

REVISIT THE TEXT Remind students that *Hudson* is a literary nonfiction text that contains facts, details, quotes, and other information about the explorer Henry Hudson. The author begins by presenting information on how history has remembered Hudson, and then she provides a clear opinion about Hudson's important contributions to exploration and discovery.

... history has not been kind to Henry Hudson. When he's written about at all, he's usually depicted as a short-tempered man who played favorites with his crew and was driven by an overriding ambition that others couldn't match. But to sail through dangerous, ice-filled waters with only a small crew in a rickety old boat, he must also have been a man of rare courage and vision. And in pushing through the strait and into the great bay that both now bear his name, he helped draw the map of North America and, in doing so, advanced our understanding of the world.

—Hudson, p. 5



Tell students that as they prepare to write their opinion pieces for the Performance-Based Assessment, they will need to use the anchor text and/or a supporting text from the *Text Collection* to find reliable information on Henry Hudson or another explorer studied in the unit.

As students prepare to write their opinion pieces, they will need to consider how to introduce their opinions clearly; create an organizational structure that logically groups ideas; provide logically ordered reasons that are supported by facts and details; use quotes from the anchor text; link opinion and reasons using words, phrases, and clauses; and provide a strong conclusion related to the opinion presented.

As students plan their opinion pieces, they will use Web A graphic organizers to brainstorm main ideas and supporting details and to group information logically. They may want to use the Main Idea graphic organizer to organize their writing.

“Performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively...These assessments emphasize students’ ability to frame and conduct inquiries, develop products, represent their learning orally and in writing, and reflect on quality, with the goal of self-evaluation and ongoing improvement of their work.”

Linda Darling-Hammond and Frank Adamson, *Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning*

Set-Up

ORGANIZATION

Have students begin by choosing Henry Hudson or another explorer studied in this unit. Then have students think about their opinion of Henry Hudson (or another explorer) at the beginning of the text and how their opinion might have changed by the end. Have students use a Web A graphic organizer to brainstorm reasons that support their opinions. Using the graphic organizer, have students develop outlines that include three strong reasons that support their opinions. Students will then support their reasons with text evidence, such as facts, details, examples, and quotations. Students should evaluate their supporting reasons to determine which structure, such as order of importance or time order, most clearly and effectively conveys their ideas, and then use the proper transition words to link their opinions and reasons. Finally, have students compose concluding statements that restate their opinions.

Group students by topic, and have group members take turns identifying reasons for one or two of the body paragraphs that support their opinions. Have students trade outlines and then ask questions to clarify and expand upon the supporting reasons, identifying ideas that need more support or are irrelevant and should be deleted. Encourage group members to discuss how to introduce their opinions clearly, organize information logically, and determine what facts and details to include. Have students work together to find quotes in the anchor or supporting texts and to draw inferences from the quotes.

Before the final step of presentation, have students prepare clean final drafts of their opinion pieces. Direct them to proofread their final drafts, checking for correct use of conventions, including grammar, capitalization, punctuation, and spelling. Then they can prepare their opinion pieces for the class Web site.

MATERIALS

- notebooks or sheets of paper and writing implements to fill out their graphic organizers and compose outlines
- access to the anchor and supporting texts
- paper or access to computers or tablets for students to draft their opinion pieces and upload them to a Web site

BEST PRACTICES

- Set clear expectations for students.
- Make sure students understand that they will write opinion pieces supporting a point of view on Henry Hudson or another explorer studied in the unit.

“If we acknowledge that ‘assessment must serve students’ (Farr, 1991, p. 95), then we must also begin to actively involve children in the assessment processes that typically occur in classrooms. Working with students to determine their self-perceived strengths and needs engages students in the assessment process while offering teachers new insights on children’s thinking and growth.”

Patricia A. Edwards, Jennifer D. Turner, and Kouider Mokhtari, *Balancing the Assessment of Learning and for Learning in Support of Student Literacy Achievement*, The Reading Teacher, 2008

Scaffolded Support

In order for all students to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details student expectations for the writing aspects of this assessment. It can give points to each section so students are clear about what is being assessed.

LINKING WORDS Provide a menu of linking words and phrases to connect opinions and reasons.

MODELS OF PERSUASIVE TEXT Provide students with models of opinion pieces or persuasive articles on the Internet or on paper so students can see different organizational structures and techniques writers use to persuade an audience.

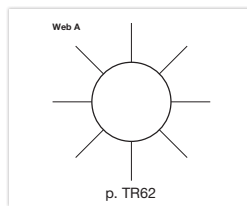
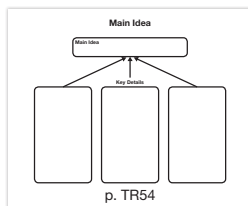
WRITING TASKS Writing tasks can be previewed and broken down into smaller steps for clarity.

REVISING Have partners exchange completed drafts and read for development and organization. Students should give each other constructive feedback on how to improve the opinion pieces so they are better suited for the purpose (to persuade) and for an audience of the student's peers.

EDITING Before students present their final drafts, put them into groups for peer review. Have students edit one another's writing for the grammar conventions studied so far this year, as well as for capitalization, punctuation, and spelling.

PUBLISHING Work with students to help them produce and publish their writing by adapting it for a Web site.

GRAPHIC ORGANIZERS Students can use the Main Idea or Web A graphic organizers to take notes, to organize their thinking about the main ideas and key details, and to develop text structure in their opinion pieces.



Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Consistent with the **ReadyGEN** approach to instruction, scaffolding is an integral part of the performance assessment process. Teachers should review the scaffolded support tools and match the tools to their students' needs.

Performance-Based Assessment
Grade 5 • Unit 4 • Module A

TASK

Point of View

The Task is a reproducible page that describes the activity in student-friendly language. The rubric is also reproducible for use as teachers deem appropriate. Additional Performance-Based Assessment pages offer guidance to students for presenting their completed work and provide suggestions to ensure their success moving forward.

Write an opinion piece supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Gather relevant information from the anchor and supporting texts to respond to the following prompt:

What was your opinion of Henry Hudson (or another explorer) at the beginning of the text? How did your opinion change by the end? Support your point of view with reasons and information from the text.

Remember to

- introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- provide logically ordered reasons that are supported by facts and details.
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- link an opinion with reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- provide a concluding statement or section related to the opinion presented.
- provide a list of sources for information presented.

Present your opinion piece to the class as part of a Web site devoted to Henry Hudson and other explorers.

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- At the end of each presentation, students will share their opinion and reasons of the presentation and answer additional questions they might have.

- If possible, digitally record student presentations.

After the presentations, you may wish to display student work in the classroom to display students' supporting texts, and multimedia content. Invite other students to the classroom to e-Corner."

Opinion Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Topic and opinion are clearly stated and well supported with reasons and information.	Organization is clear and effective. Strong use of words, phrases, and clauses to link opinion and reasons. Strong conclusion.	Support is relevant and includes strong reasons that are logically ordered and are supported by facts and details. Quotes used effectively.	Ideas are clearly and effectively conveyed, using precise language and domain-specific vocabulary.	Command of conventions is strongly demonstrated.
3	Topic and opinion are clear and adequately supported with reasons and information.	Organization is clear, though some ideas may be disconnected. Adequate use of words, phrases, and clauses to link opinion and reasons. Adequate conclusion.	Support is adequate and includes reasons that are logically ordered and are supported by facts and details. Quotes used adequately.	Ideas are adequately conveyed, using both precise and more general language; may include domain-specific vocabulary.	Command of conventions is sufficiently demonstrated.
2	Topic and opinion are somewhat supported with reasons and information. Lacks focus or includes unnecessary material.	Organization is inconsistent or confusing. Incorrect or insufficient use of words, phrases, and clauses to link opinion and reasons. Weak conclusion.	Support is uneven or incomplete; insufficient use of reasons and support. Quotes lack focus or do not connect to topic.	Ideas are unevenly conveyed, using overly simplistic language; lacks domain-specific vocabulary.	Command of conventions is uneven.
1	Topic and opinion are unfocused and insufficiently supported.	Organization is poor or nonexistent. Transitions are mostly absent. Conclusion is poor or nonexistent.	Support is weak or nonexistent. Quotes nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner.	There is very little command of conventions.
0	Possible characteristics that would warrant a 0: • no response is given • student does not demonstrate adequate command of opinion writing traits • response is unintelligible, illegible, or off topic				

BASED ASSESSMENT UNIT 4 • MODULE A

a low score (0, 1, or 2) on support them with specific ent. Graphic organizers dents to success as ssments throughout the

opinion piece, but the author's opinion and he opinion.

tions, s used in the book within

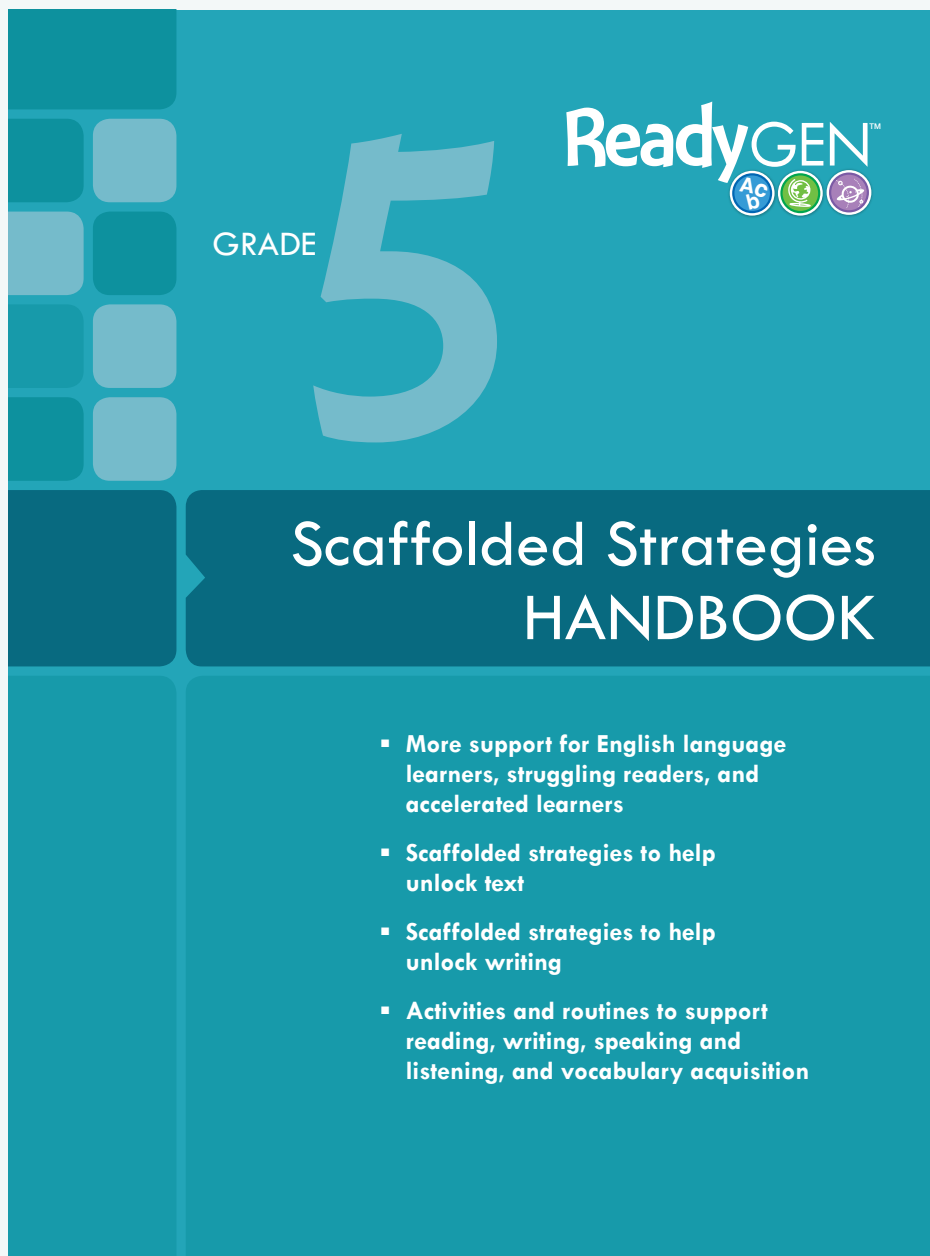
s, phrases, and clauses

ed clauses signal ents, such as order of cause-effect (*therefore, as a* st (*similarly, in addition, on next, then, finally*).

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If . . . students struggle with writing a concluding statement or section, then . . . have student pairs or small groups read aloud the concluding paragraph from the supporting texts as models.

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“Writing is a world changer. This is the most interesting, amazing opportunity to positively change the teaching of writing ever. Seize these days and make the most of them. Write with your students. Expose them to extraordinary writers whose writing will floor them. There is more great writing in the world that is more accessible to our students than ever before. From all over the world. It is the best time ever to teach writing, and the best time ever to learn how to write well.”

Pam Allyn, Pearson Research & Innovation Network,
“Top 10: Teaching Writing in the Common Core Era”

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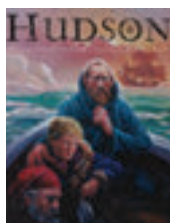
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The *Scaffolded Strategies Handbook* is divided into three parts: **Unlock the Text**, **Unlock the Writing**, and **Routines and Activities**. The Unlock the Text section provides a lesson for every anchor text and supporting text selection. The Unlock the Writing section provides a scaffolded writing lesson for each of the three modes of writing outlined by the Common Core Standards as well as lessons that guide students through the tasks necessary to successfully complete the Performance-Based Assessments. The Routines and Activities section is a teacher's toolbox of ideas and activities to support English language learners and struggling readers and writers.

Unlock the Text



QUALITATIVE MEASURES

Levels of Meaning	narrative nonfiction account of real people and events; elements of fiction and nonfiction; cause-and-effect relationships
Structure	historical events told in chronological order; illustrations; sidebars with additional information
Language Conventionality and Clarity	idioms; domain-specific vocabulary
Knowledge Demands	general knowledge about sea voyages and sea exploration; geography of North America; map making

Prepare to Read

LEVELS OF MEANING

Hudson chronicles the unconventional and dangerous journeys of explorer Henry Hudson as he risks everything in search of a passage to Asia.

STRUCTURE

PREVIEW Have students look at the pictures, sidebars, and section headings. Ask: *Based on the pictures, what might the text be about?* (exploring on a ship) *Who is the man on the cover?* (It is probably Hudson. His name is in the title. He is in other pictures too, so he might be the ship's captain.) *Based on the pictures, is this story about something that happened recently or in the past? How do you know?* (This story probably happened a long time ago. We know this because of the clothes the people wear in the illustrations and the kinds of ships shown.)

The lessons are divided into three parts: Prepare to Read, Interact with Text, and Express and Extend. Each of the three lesson parts addresses levels of meaning, structure, language conventionality and clarity, and knowledge demands. These four qualitative measures of text complexity provide keys for students to unlock the intricacies of a text and access deeper meanings.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

As students read, remind them to group words based on their morphology, such as *navigation/navigator/circumnavigation*, *mutiny/mutinied*, and *conspiring/conspirators*. Have students record these words in a notebook.

STRUGGLING READERS

Share some background information on the Northwest Passage. Explain that the spice trade was an extremely lucrative business, and explorers believed they could cross through the Arctic to find a short and safe trading route to Asia.

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MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

In some languages, dates are written in a different format from English. Remind students that in the United States, dates are written month/day/year and that the names of months are capitalized.

STRUGGLING READERS

To help students with the concept of sequence, name three events from one voyage in random order. Provide these sentence frames: The first event was _____. The next event was _____. The last event was _____.

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LANGUAGE CONVENTIONALITY AND CLARITY

PREVIEW VOCABULARY Use the Preview and Review Vocabulary Routine in Part 3 to assess what students know about the following words: *venture, tumultuous, uprising, vigilance, confrontation, conspiring, perseverance, accommodate, settlement, and meandering.*

DOMAIN-SPECIFIC VOCABULARY Use the Vocabulary Activities in Part 3 to preteach the following domain-specific words: *mariner, scurvy, mutiny, castaway, voyage, and cartographer.*

COGNATES Use the list of Spanish cognates at the beginning of this module to guide your Spanish-speaking students as they read the text.

KNOWLEDGE DEMANDS

ACTIVATE BACKGROUND KNOWLEDGE Ask students to discuss what they know about the explorers who discovered and mapped the New World. Use the KWLH Chart Routine and Graphic Organizer in Part 3 to help students record what they already know and what they would like to learn. Tell students they will return to the graphic organizer throughout the lesson as they learn new information and develop new questions. If students have trouble coming up with topics for their graphic organizer, prompt them by asking: *What do you know about exploration in America? Did we always have fifty states? Map making seems very difficult; how do you think cartographers make accurate maps?*

ENGLISH LANGUAGE LEARNERS

Bring in realia such as a mathematical compass, ruler, or graph paper to show students tools cartographers use to create maps. Then, have students use graph paper to draw a map of the classroom and label the desks, tables, bookshelves, and other items to help them understand what a cartographer does.

Hudson 135

MORE SUPPORT

Hudson 137

MORE SUPPORT

The qualitative factors of text complexity for each selection in the *Scaffolded Strategies Handbook* offer students at all levels and backgrounds opportunities to read more closely and with greater understanding.

“There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.”

Lily Wong Fillmore,
What Does Text Complexity Mean for English Learners and Language Minority Students? 2012



Express and Extend

LEVELS OF MEANING

EXPRESS Assign pairs or small groups a specific section of text to reread together. Have them identify three major problems (or causes) from the section they read and the effect each had on that particular voyage.

If . . . students have difficulty identifying causes,

then . . . use the Cause and Effect Routine and Graphic Organizer in Part 3 to provide additional support.

EXTEND Have students write two to three sentences in which they answer the question: Which of the causes had the biggest impact, or effect, on the voyage?

STRUCTURE

EXPRESS Assign pairs a two-page spread of the text that includes a sidebar. Have them examine the sidebar on their spread closely, comparing and contrasting the information in the sidebar with the information in the main part of the text. Then, have students record their answers to the following questions: *How does the sidebar support the main idea of a page or spread? What does it provide that the main text does not? Is the sidebar helpful? Why or why not?* Afterwards, have students share their responses with the class. Allow them to discuss differences of opinion among the pairs.

EXTEND Ask students to state their opinion about the following scenario: If you could keep only one sidebar for the entire selection, which one would it be? Why? Remind students that they should cite reasons and text evidence to support their opinions.

The Express and Extend section allows students to react to text by discussing and writing about their ideas.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

To help students express their opinions, use the Express Opinions Routine in Part 3. Provide these sentence frames: The best sidebar is _____. I think this sidebar is most helpful because _____. I believe that Hudson's explorations were good/bad because _____.

STRUGGLING READERS

Students may struggle with understanding exactly where Hudson explored. Provide them with a world map that shows Hudson's explorations. Compare the routes to the descriptions in the text. Then, based on text evidence, have students label the routes with the correct dates.

LANGUAGE CONVENTIONALITY AND CLARITY

EXPRESS Talk about Sentences and Words

Display the following sentence from *Hudson* and read it aloud.

Winds would send the boat pitching about, its every plank creaking and groaning and threatening to snap.

Ask: **Based on context, what might *pitching* mean?** (*Pitching*, in this sentence, means “moving around dangerously or wildly.”) **How do you know?** (The wind is blowing. This would cause the boat to pitch, or move around wildly.) **What does the pronoun *its* refer to?** (the boat) **What does the phrase “its every plank” mean?** (all of the planks or floor boards on the boat) **What does it mean that the planks were “threatening to snap”?** (It seemed like the planks were going to snap or break because of the wind and all the noises they were making.)

TEAM TALK Have students rewrite the sentence above, replacing the word *pitching* and the phrase *threatening to snap*. Remind students that the new words and phrases they choose should not change the meaning of the sentence.

EXTEND Tell students to use a strategy they have learned to determine the meanings of the following expressions from the text: *dogged by thick fog*, *stretch the limits*, *spell disaster*, *cut his losses*, *got the better of*, and *hunker down*.

KNOWLEDGE DEMANDS

EXPRESS Provide students with a photocopy of a world map. Assign individuals or small groups a particular journey from the book. Have them mark the places where the boat traveled according to the text. At the destination point, they should write two or three sentences about what happened when the ship arrived there.

EXTEND Ask students to synthesize information from eyewitness accounts, facts, and the “Historic Sites & Monuments” page. Afterwards, have them decide whether they think Hudson’s explorations were more beneficial or harmful. In other words, did more good or bad come from them? Remind students to use evidence from the text to support their opinions.

ACCELERATED LEARNERS

Have students analyze the actions of Juet and the crew when they decided to mutiny against Hudson. Ask: **Was the crew justified in their actions against Hudson? Why or why not?** Have partners select either Juet or Hudson and formulate a first-person claim supporting or opposing the actions of Juet and the crew.

Hudson 139

MORE SUPPORT

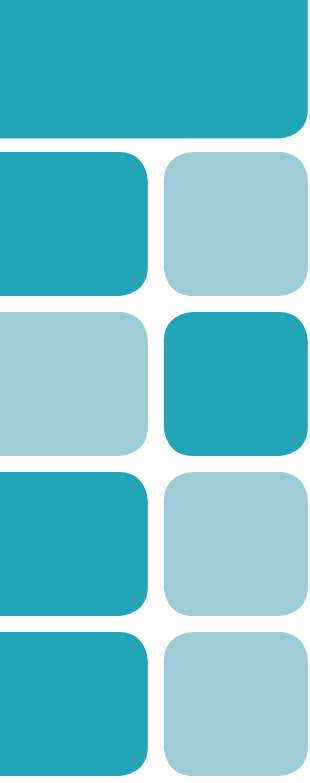
Activities to extend the lesson provide opportunities to engage and challenge all learners.

“There is more to be learned from challenging texts, but this means that there needs to be a lot more teaching with such texts. Instead of asking what book level to teach someone at, teachers should ask, ‘If I place a student in a book this challenging, how much support will I need to provide to enable him/her to learn from this text?’”

Tim Shanahan, Shanahan on Literacy, February 5, 2013



Where are my standards
covered in *ReadyGEN*?



Scope and Sequence

Grade 5

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
READING STANDARDS FOR LITERATURE								
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	●		●		●		●	●
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	●		●		●		●	
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	●		●		●		●	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	●		●		●		●	
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	●		●		●		●	●
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	●		●		●		●	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	●		●		●		●	
RL.5.8 (Not applicable to literature)								
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	●		●		●			
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	●		●		●		●	
READING STANDARDS FOR INFORMATIONAL TEXT								
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		●		●		●	●	●
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		●		●		●		●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
READING STANDARDS FOR INFORMATIONAL TEXT <i>continued</i>								
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		●	●	●	●	●	●	●
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		●	●	●	●	●	●	●
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		●		●		●	●	●
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		●		●		●	●	●
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	●	●	●		●	●	●	●
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		●		●		●	●	●
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		●		●		●		●
RI.5.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		●		●		●	●	●
READING STANDARDS: FOUNDATIONAL SKILLS								
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	★	★	★	★	★	★	★	★
RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	★	★	★	★	★	★	★	★
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●	●	●
RF.5.4.a Read grade-level text with purpose and understanding.	●	●		●	●	●		●
RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	●	●	●	●	●	●	●	●
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					●	●		

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
WRITING STANDARDS								
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			●				●	●
W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			●				●	●
W.5.1.b Provide logically ordered reasons that are supported by facts and details.			●				●	●
W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).			●				●	●
W.5.1.d Provide a concluding statement or section related to the opinion presented.			●				●	●
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		●		●		●		
W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		●		●		●		
W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		●		●		●		
W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).		●		●		●		
W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.		●		●		●		
W.5.2.e Provide a concluding statement or section related to the information or explanation presented.		●		●		●		
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●				●			
W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	●				●			
W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	●				●			
W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	●				●			
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	●				●			
W.5.3.e Provide a conclusion that follows from the narrated experiences or events.	●				●			

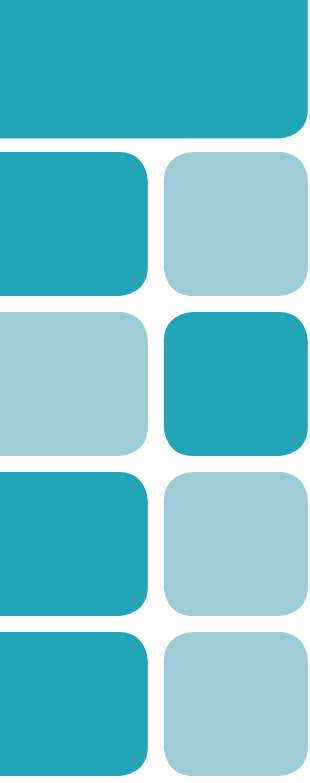
STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
WRITING STANDARDS <i>continued</i>								
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	●	●	●	●	●	●	●	●
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	●	●	●	●	●	●	●	●
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	●	●	●	●	●	●	●	●
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	●	●	●	●	●	●	●	●
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	●	●	●	●	●	●	●	●
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●	●	●	●	●
W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	●		●		●		●	
W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		●	●	●	●	●	●	●
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	●	●	●	●	●	●	●	●
SPEAKING AND LISTENING STANDARDS								
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	●	●	●	●	●	●	●	●
SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	●			●	●	●	●	●
SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.		●	●	●	●	●	●	●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
SPEAKING AND LISTENING STANDARDS <i>continued</i>								
SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	●	●	●	●		●	●	●
SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	●	●	●	●		●		●
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●		●	●	●		●
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	●	●		●	●	●	●	●
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		●	●	●	●	●	●	●
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		●	●	●	●	●	●	●
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		●	●	●		●		●
LANGUAGE STANDARDS								
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●
L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			●				●	
L.5.1.b Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.		●				●		
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.	●	●				●		
L.5.1.d Recognize and correct inappropriate shifts in verb tense.		●				●		
L.5.1.e Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).			●				●	
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●	●	●	●	●
L.5.2.a Use punctuation to separate items in a series.				●				●
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.				●				●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
LANGUAGE STANDARDS <i>continued</i>								
L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).				●				●
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.				●				●
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.		●	●	●	●	●	●	●
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●
L.5.3.a Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.	●		●		●		●	
L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			●	●				
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	●	●	●	●	●	●	●	●
L.5.4.a Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	●	●	●	●	●	●	●	●
L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	●	●	●	●	●	●	●	
L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	●	●	●	●	●	●	●	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●	●	●	●		●	●
L.5.5.a Interpret figurative language, including similes and metaphors, in context.	●	●	●	●	●		●	
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.			●				●	
L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	●	●	●	●	●		●	
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	●	●	●	●	●	●	●	●

● = ReadyGEN Teacher's Guide

★ = ReadyGEN PhonicsTeacher's Guide



Unit Overviews

Vertical Standards Maps

Grade 5 Unit 1

Depending on Each Other

MODULE A

PBA Description

Task: Making a Difference
Students will write a narrative short story with a clear beginning, middle, and end about a character who demonstrates a commitment to the environment.

Essential Questions

Readers: How do characters' responses and reactions affect the text? **RL.5.2**
Writers: How do writers use dialogue and details to develop characters and their experiences? **W.5.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Night of the Spadefoot Toads by Bill Harley 610L
Supporting Text (Text Collection): Literary Text
"Shells" from *Every Living Thing* by Cynthia Rylant 870L
Supporting Text (Text Collection): Literary Text
Hatchet by Gary Paulson 1020L
Poetry
"Dry as Dust" by Marilyn Singer
"Colorful Guy" by Avis Harley
"Fire-Bringer" by Marilyn Singer

Standards Coverage

Reading: Literature
RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.5, RL.5.7, RL.5.9, RL.5.10
Reading: Foundational Skills
RF.5.4, RF.5.4.a, RF.5.4.b
Writing
W.5.3, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d, W.5.3.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.10
Speaking and Listening
SL.5.1, SL.5.1.a, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3
Language
L.5.1, L.5.1.c, L.5.2, L.5.3, L.5.3.a, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.c, L.5.6

Goals

Readers will determine a theme of a text by comparing and contrasting how characters, settings, or events in a story are impacted by a challenge. **RL.5.2, RL.5.3**
Writers will use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events that show the responses of characters to challenging situations. **W.5.3**
Learners will demonstrate an understanding of how people change in relation to their surroundings.

Big Idea

Interdependence

Enduring Understandings

Readers understand how a character's actions are influenced by the settings and sequence of events described in a text. **RL.5.2**
Writers understand that writers' techniques help readers get to know characters, their experiences, and their responses to situations. **W.5.3**
Learners understand that people change in relation to their surroundings.

Depending on Each Other

MODULE B

PBA Description

Task: Get the Word Out
Students will write a clear and logical informative essay that describes how the rain forest environment is changing.

Essential Questions

Readers: How do readers identify relationships and interactions in texts? **RI.5.3**
Writers: How do writers group information logically, with supporting visuals? **W.5.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Rachel Carson: Pioneer of Ecology by Kathleen Kudlinkski 770L

Supporting Text (Trade Book): Informational Text
Rain Forest Food Chains by Heidi Moore 800L

Supporting Text (Text Collection): Informational Text
Pale Male by Janet Schulman 1030L

Poetry

“One Drop at a Time” by Laura Purdie Salas

“In the Flooded Forest” by Susan Katz

“Food Chain” by John Scieszka

Goals

Readers will explain the relationships or interactions between two or more concepts in a scientific text based on specific information in the text. **RI.5.3**

Writers will write an informative/explanatory text to examine a topic and convey ideas with facts, definitions, concrete details, quotations, or other domain-specific information/examples related to the topic. **W.5.2**

Learners will demonstrate an understanding of how people, animals and all living things live in interactive ways that impact one another.

Big Idea

Interdependence

Enduring Understandings

Readers understand relationships or interactions between two or more individuals, concepts or events based on specific information from texts. **RI.5.3**

Writers understand how to develop a topic with facts, definitions, concrete details, quotations, or other domain-specific information/examples related to the topic. **W.5.2**

Learners understand that people, animals, and all living things live in interactive ways and impact one another.

Standards Coverage

Reading: Informational Text

RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10

Reading: Foundational Skills

RF.5.4, RF.5.4.a, RF.5.4.b

Writing

W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.b, W.5.10

Speaking and Listening

SL.5.1, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6

Language

L.5.1, L.5.1.b, L.5.1.c, L.5.1.d, L.5.2, L.5.3, L.5.3.a, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.c, L.5.6

Grade 5 Unit 2

Finding Courage

MODULE A

PBA Description

Task: Speeches for Justice

Students will choose an example of inequality or injustice that inspires them, either from their reading, their own lives, or the world around them. Students will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts as well as quotes where possible. In their speeches, students should advocate for a change and provide convincing reasons to support their viewpoints.

Essential Questions

Readers: How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? **RL.5.7**

Writers: How is theme revealed through details of the text? **W.5.9**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text

Heart and Soul: The Story of America and African Americans by Kadir Nelson 1050L

Supporting Text (Text Collection): Literary Text

Operation Clean Sweep by Darleen Bailey Beard 720L

Supporting Text (Text Collection): Informational Text

Cesar Chavez: Champion of Workers by Tyler Schumacher 780L

Poetry

“A Song for Suffrage” by Bobbi Katz

“Las manos de mi madre/My Mother’s Hands” by Francisco X. Alarcón

“Another Mountain” by Abiodun Oyewole

Goals

Readers understand that visual elements of a text have an impact on the meaning and tone. **RL.5.7**

Writers will write to express an opinion supporting a point of view with reasons and information. **W.5.1**

Learners will explore ways people have responded to inequality and injustice.

Big Idea

Obstacles

Enduring Understandings

Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone. **RL.5.2**

Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research. **W.5.1**

Learners understand that people respond to inequality and injustice with a variety of tactics.

Standards Coverage

Reading: Literature

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10

Reading: Informational Text

RI.5.3, RI.5.4, RI.5.7

Reading: Foundational Skills

RF.5.4, RF.5.4.b

Writing

W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.9.b, W.5.10

Speaking and Listening

SL.5.1, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.4, SL.5.5, SL.5.6

Language

L.5.1, L.5.1.a, L.5.1.e, L.5.2, L.5.2.e, L.5.3, L.5.3.a, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.b, L.5.5.c, L.5.6

Finding Courage

MODULE B

PBA Description

Task: Acts of Courage
Students will respond to the question: *How are acts of courage revealed?* Students will write a brief informative/explanatory essay to examine this topic.

Essential Questions

Readers: How does understanding the relationships among individuals and historical events help readers understand text? **RI.5.3**
Writers: Why is it important for writers to incorporate multiple points of view when writing to explain? **W.5.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Escape to Freedom: The Underground Railroad Adventures of Callie and William by Barbara Brooks Simon 720L

Supporting Text (Trade Book): Informational Text
The Great Migration by Jacob Lawrence 830L

Supporting Text (Text Collection): Informational Text
Angel Island by Alice K. Flanagan 980L

Poetry

“Harriet Tubman” by Eloise Greenfield
Poems from the Walls of Angel Island

Standards Coverage

Reading: Informational Text
RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.8, RI.5.9, RI.5.10

Reading: Foundational Skills
RF.5.4, RF.5.4.a, RF.5.4.b

Writing

W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.b, W.5.10

Speaking and Listening

SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6

Language

L.5.1, L.5.2, L.5.2.a, L.5.2.b, L.5.2.c, L.5.2.d, L.5.2.e, L.5.3, L.5.3.b, L.5.4, L.5.4.a, L.5.4.c, L.5.5, L.5.5.a, L.5.5.b, L.5.5.c

Goals

Readers will deepen their understanding of the main idea through art and information presented in the text. **RI.5.2**
Writers will examine a topic and convey ideas and information clearly. **W.5.2**
Learners will explore movements and how they impact people and societies impact one another.

Big Idea

Conviction

Enduring Understandings

Readers understand that authors support main ideas with key details, providing reasons and evidence to explain the relationships between individuals, ideas, and concepts within a text. **RI.5.2, RI.5.3**

Writers understand that informative/explanatory texts examine a topic and convey ideas and information by drawing upon evidence from both literary and informational texts to support analysis, reflection, and research. **W.5.2, W.5.9**

Learners understand that large-scale movements are produced by a unique confluence of leadership and events.

Grade 5 Unit 3

Understanding the Universe

MODULE A

PBA Description

Task: Science Fiction and Critique

Students will write a science fiction story that is one to two pages long, using effective dialogue, descriptive details, and clear event sequences, modeled after *George's Secret Key to the Universe*. Students will create an illustration or find a photograph to accompany their stories.

Essential Questions

Readers: How do we use the scenes within a chapter to provide an understanding of the overall structure of a book? **RL.5.5**

Writers: How can we analyze and evaluate a writer's techniques to develop an original narrative? **W.5.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
George's Secret Key to the Universe by Lucy and Stephen Hawking 850L

Supporting Text (Text Collection): Informational Text
The Man Who Went to the Far Side of the Moon by Bea Uusma Schyffert 800L

Supporting Text (Text Collection): Literary Text
Mayday on Moon of Jupiter by Stacia Deutsch 870L

Poetry

"The Sun" by Douglas Florian

"Great Red Spot" by Laura Purdie Salas

Standards Coverage

Reading: Literature

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10

Reading: Informational Text

RI.5.3, RI.5.4, RI.5.7

Reading: Foundational Skills

RF.5.4, RF.5.4.a, RF.5.4.b, RF.5.4.c

Writing

W.5.3, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d, W.5.3.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.9.b, W.5.10

Speaking and Listening

SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,

Language

L.5.1, L.5.2, L.5.2.e, L.5.3, L.5.3.a, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.c, L.5.6

Goals

Readers will use the scenes and chapters to understand the overall structure of a text. **RL.5.5**

Writers will use narrative elements to write a fictional story and writers will use. **W.5.3**

Learners will explore how the world is influenced by science.

Big Idea

Curiosity

Enduring Understandings

Readers understand that a series of chapters or scenes fit together to develop characters and events and provide overall structure. **RL.5.5**

Writers understand that writers must write clearly and coherently to develop and organize task, purpose, and audience. **W.5.4**

Learners understand that the universe is a fascinating and complex place and people interpret it through literary text as well as through science.

Understanding the Universe

MODULE B

PBA Description

Task: Scientific Journal Research
Scientists continue to study and reveal new information about our solar system and the universe. Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of their topics. Students will use this research to create scientific journal articles on new and exciting information on the universe.

Essential Questions

Readers: How do readers make sense of informational text with many unfamiliar words? **RI.5.4**
Writers: Why do writers choose to convey information in visual ways? **W.5.8**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Our Solar System by Seymour Simon NC1020L
Supporting Text (Trade Book): Informational Text
Our Mysterious Universe by Laura Langston 980L
Supporting Text (Text Collection): Informational Text
A Black Hole is NOT a Hole by Carolyn Cinami DeCristofano 900L
Resources
“How Far Out Is Way Out There?” by Carolyn Cinami DeCristofano
Poetry
“The Solar System” by Douglas Florian
“The Black Hole” by Douglas Florian

Standards Coverage

Reading: Informational Text
RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10
Reading: Foundational Skills
RF.5.4, RF.5.4.a, RF.5.4.b, RF.5.4.c
Writing
W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.b, W.5.10
Speaking and Listening
SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6
Language
L.5.1, L.5.1.b, L.5.1.c, L.5.1.d, L.5.2, L.5.2.a, L.5.2.e, L.5.3, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.6

Goals

Students will determine the meaning of words and phrases to understand information in the text. **RI.5.4**
Writers will examine a topic and convey ideas and information clearly to write an informational story. **W.5.2.b**
Learners will explore Earth’s solar system as well as other parts of the universe.

Big Idea

Solar System

Enduring Understandings

Readers understand the meanings of domain specific words when reading informational texts. **RI.5.4**
Writers understand that illustrations, photos, diagrams, and other visual elements convey important information. **W.5.8**
Learners understand that scientists continue to study and reveal new information about our solar system and the universe.

Grade 5 Unit 4

Exploring New Worlds

MODULE A

PBA Description

Task: Point of View

Students will write opinion pieces supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Students will gather relevant information from the anchor and supporting texts to respond to a prompt.

Essential Questions

Readers: How do readers quote accurately from text? **RL.5.1, RI.5.1**

Writers: How do writers support a point of view with reasons and information? **W.5.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Hudson by Janice Weaver 1040L

Supporting Text (Text Collection): Literary Text
Pedro's Journal by Pan Conrad 830L

Supporting Text (Text Collection): Literary Text
Secrets of the Canyon Cave by Gaby Triana 820L

Poetry

"A Map and a Dream" by Karen O'Donnell Taylor

"Cliff Dwelling" by John Gould Fletcher

"Learning the World" by Kristine O'Donnell Fletcher

Goals

Readers will use details in the text to compare and contrast and draw inferences. **RL.5.1, RI.5.1**

Writers will write opinion pieces on topics or texts, supporting a point of view with reasons and information, quoting accurately from text. **W.5.1**

Learners will understand that explorers had an impact on the physical and human environment.

Big Idea

Exploration

Impact

Enduring Understandings

Readers understand that comparing and contrasting texts helps build awareness of similar themes and topics. **RL.5.2, RL.5.3**

Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. **W.5.1**

Learners understand that explorers have positive and negative impact.

Standards Coverage

Reading: Literature

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10

Reading: Informational Text

RI.5.1, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.10

Reading: Foundational Skills

RF.5.4, RF.5.4.b

Writing

W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.9.b, W.5.10

Speaking and Listening

SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.3, SL.5.4, SL.5.5

Language

L.5.1, L.5.1.a, L.5.1.e, L.5.2, L.5.2.e, L.5.3, L.5.3.a, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.b, L.5.5.c, L.5.6

Exploring New Worlds

MODULE B

PBA Description

Task: Packing for the Unknown: An Editorial
Students will refer to pp. 30–31 of *Explorers of North America* and use what they have learned about explorations in history and preparing for the unknown. They will write an editorial for a newspaper of the time period. The purpose of this editorial will be to try to convince others that the expedition is worthwhile.

Essential Questions

Readers: How does a reader explain relationships between individuals, events and ideas from historical texts? **RI.5.3**

Writers: How do writers use facts and details to support their opinions and convey ideas clearly? **W.5.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
The World Made New by Marc Aronson and John W. Glenn 1100L

Supporting Text (Trade Book): Informational Text
Explorers of North America by Christine Taylor-Butler 650L

Supporting Text (Text Collection): Informational Text
New Beginnings: Jamestown and the Virginia Colony by Daniel Rosen 790L

Poetry

“Latitude Longitude Dreams” by Drew Lamm and James Hildreth

“Christopher Columbus” by J. Patrick Lewis

“Early Explorers” by Marilyn Singer

Standards Coverage

Reading: Informational Text

RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10

Reading: Foundational Skills

RF.5.4, RF.5.4.a, RF.5.4.b

Writing

W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.b, W.5.10

Speaking and Listening

SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6

Language

L.5.1, L.5.2, L.5.2.a, L.5.2.b, L.5.2.c, L.5.2.d, L.5.2.e, L.5.3, L.5.4, L.5.4.a, L.5.5, L.5.6

Goals

Readers will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. **RI.5.3**

Writers will write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.5.1**

Learners will understand how exploration and settlement reflected and altered people’s views and understanding of the world.

Big Idea

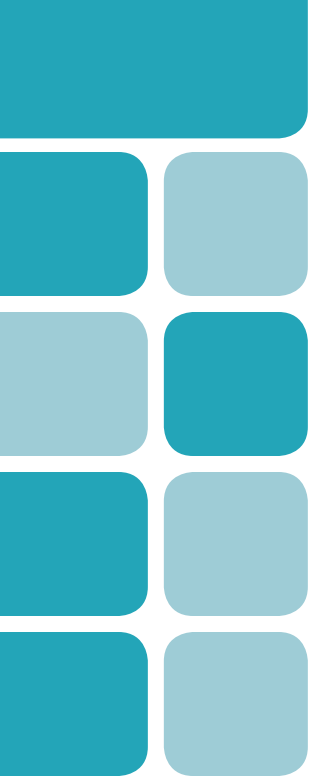
**Exploration
Impact**

Enduring Understandings

Readers understand that multiple main ideas in informational text are supported through details in the text. **RI.5.2**

Writers understand that a concluding statement or section summarizes the opinion presented in opinion pieces. **W.5.1**

Learners understand that exploration and settlement reflected and altered people’s views of and understandings of the world.



Common Core Correlations

Grade 5

Common Core Standards for English Language Arts

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READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

TG U1: 33, 34, 115, 116, 117, 124, 144, 154, 157, 184
TG U2: 66, 67, 117, 144
TG U3: 14, 16, 33, 43, 53, 57
TG U4: 104, 105, 115, 116, 117

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

TG U1: 32, 82, 95, 96, 97, 98, 105, 106, 107, 115, 116, 117, 135, 143
TG U2: 65, 66, 67, 115, 116, 117, 145, 146, 147
TG U3: 22, 45, 95, 96, 97, 125, 126, 127, 175, 176, 177
TG U4: 125, 126, 127, 166, 167

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

TG U1: 15, 16, 17, 35, 36, 37, 65, 66, 67, 165, 166, 167
TG U2: 45, 46, 47, 125, 126, 127
TG U3: 15, 16, 17, 55, 56, 57, 85, 86, 87
TG U4: 115, 116, 117

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

TG U1: 23, 25, 26, 27, 75, 76, 77, 85, 105, 106, 107
TG U2: 35, 36, 37, 55, 56, 57, 73, 85, 86, 103, 105, 135
TG U3: 33, 35, 36, 37, 65, 66, 67, 115, 116, 117
TG U4: 93, 103, 105, 106, 107, 113, 123, 133, 135, 136, 137, 153, 165, 166, 167

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

TG U1: 95, 96, 97, 165, 166, 167
TG U2: 183, 185, 186, 187
TG U3: 45, 46, 47, 162, 165, 166, 167
TG U4: 182, 242

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

TG U1: 35, 36, 38–39, 153
TG U2: 13, 15, 16, 17, 75, 76, 77, 95, 96, 97
TG U3: 25, 26, 27
TG U4: 95, 96, 97, 155, 156, 157

Integration of Knowledge and Ideas

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

TG U1: 162
TG U2: 25, 26, 27, 33, 43, 175, 176, 177
TG U3: 95, 96, 97, 105, 106, 107
TG U4: 145

RL.5.8 (Not applicable to literature)

Not applicable according to the Common Core Standards for English Language Arts

Common Core Standards
for English Language Arts

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Integration of Knowledge and Ideas *continued*

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

TG U1: 173, 174, 175, 176, 177, 183, 184, 185, 186, 187

TG U2: 143, 145, 146, 147, 183, 186, 187

TG U3: 173, 174, 175, 176, 177

Range of Reading and Level of Text Complexity

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

TG U1: 15, 35, 55, 82, 92, 105, 112, 125, 155, 162, 185

TG U2: 15, 32, 42, 65, 72, 95, 102, 125

TG U3: 25, 42, 55, 75, 95, 115, 125

TG U4: 95, 105, 125, 135, 142, 155, 165, 186

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

TG U1: 213, 214, 217, 223, 286, 313, 337, 343, 353, 366

TG U2: 217, 223, 273, 293, 323, 337

TG U3: 216, 237, 247, 314, 334

TG U4: 17, 35, 56, 183, 356

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

TG U1: 245, 246, 247, 285, 286, 287, 305, 306, 307

TG U2: 285, 286, 287, 325, 326, 327, 345, 383

TG U3: 215, 216, 217, 255, 256, 257, 285, 286, 287

TG U4: 215, 216, 217, 233, 234, 253, 283, 324, 325, 326, 327

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

TG U1: 246, 247, 265, 266, 267, 295, 296, 297, 303

TG U2: 165, 166, 167, 225, 226, 227, 355, 356, 357

TG U3: 145, 146, 147, 225, 226, 227, 304, 305, 306, 307

TG U4: 75, 76, 77, 85, 86, 87, 225, 226, 227, 265, 266, 267, 275, 276, 277

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

TG U1: 213, 223, 233, 243, 253, 273, 293, 303, 313, 323, 343

TG U2: 153, 163, 213, 253, 255, 256, 257, 283, 363

TG U3: 167, 215, 217, 233, 234, 235, 237, 327, 363, 365, 366, 367

TG U4: 13, 43, 53, 83, 223, 243, 263, 283, 293, 333, 353, 363

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

TG U1: 237, 373, 374, 375, 376, 377, 382

TG U2: 313, 314, 315, 316, 317, 373, 375

TG U3: 345, 346, 347

TG U4: 145, 146, 147, 344, 345, 346, 383

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Craft and Structure *continued*

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

TG U1: 333, 335, 336, 337, 383, 385, 386, 387
TG U2: 245, 246, 247, 305, 306, 307, 377
TG U3: 343, 345, 346, 347, 385, 386, 387
TG U4: 183, 185, 186, 187, 383, 384, 385, 386, 387

Integration of Knowledge and Ideas

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

TG U1: 180, 181, 310
TG U2: 180, 181
TG U3: 180, 181, 248–251
TG U4: 110, 111, 120, 308–311

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

TG U1: 325, 326, 327
TG U2: 335, 336, 337
TG U3: 335, 336, 337
TG U4: 13, 15, 16, 17, 45, 46, 47, 334, 335, 336, 337

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

TG U1: 335, 336, 337, 383, 385, 386, 387
TG U2: 383, 385, 386, 387
TG U3: 383, 384, 385, 386, 387
TG U4: 375, 376, 377

Range of Reading and Level of Text Complexity

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

TG U1: 245, 265, 275, 295, 315, 325, 335, 345, 355, 362, 375, 385
TG U2: 217, 235, 245, 262, 272, 285, 295, 305, 342, 385
TG U3: 215, 235, 246, 275, 295, 315, 326, 332, 345, 362, 376
TG U4: 15, 22, 46, 72, 215, 245, 326, 342, 365, 386

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

TG Word Analysis: 11, 19, 20, 32, 43, 59, 68, 75, 84, 96, 107, 123, 132, 140, 152, 163

RF.5.3.a Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

TG Word Analysis: 10, 17, 42, 66, 70, 74, 82, 94, 98, 102, 114, 122, 134, 136, 138, 166



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Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	TG U1: 46, 96, 126, 146, 176, 226, 246, 276, 326, 346, 386 TG U2: 46, 76, 126, 146, 186, 226, 246, 316, 376, 386 TG U3: 46, 126, 176, 246, 326, 376 TG U4: 46, 76, 126, 176, 226, 246, 276, 326, 376
RF.5.4.a Read grade-level text with purpose and understanding.	TG U1: 176–177, 226–227, 376–377 TG U2: 386–387 TG U3: 176–177, 326–327, 376–377 TG U4: 376–377
RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 26, 76, 96, 146, 176, 226, 246, 276, 296, 326, 346, 376, 386 TG U2: 26, 46, 76, 96, 126, 146, 176, 186, 226, 246, 276, 296, 326, 346, 376, 386 TG U3: 26, 76, 126, 176, 226, 276, 326, 346, 386 TG U4: 26, 76, 96, 126, 176, 226, 246, 276, 326, 386
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U3: 156, 246, 326
WRITING STANDARDS	
Text Types and Purposes	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	TG U1: 108–111, 118–121, 378–381, 388–391 TG U2: 18–21, 28–31, 38–41, 48–51, 68–71, 88–91, 118–121, 138–141, 158–161, 188–191, 388–391 TG U3: 108–111, 118–121, 378–381, 388–391 TG U4: 98–101, 148–151, 168–171, 192–199, 218–221, 228–231, 238–241, 258–261, 268–271, 328–331, 392–399
W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	TG U1: 108–111, 118–121, 378–381 TG U2: 48–51, 68–71 TG U3: 108–111, 378–381 TG U4: 48–51, 68–71, 128–131, 178–181, 218–221, 238–241, 328–331
W.5.1.b Provide logically ordered reasons that are supported by facts and details.	TG U1: 118–121, 388–391 TG U2: 58–61, 188–191 TG U3: 388–391 TG U4: 58–61, 78–81, 228–231, 238–241, 248–251

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Text Types and Purposes *continued*

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

TG U1: 118–121, 388–391
TG U2: 88–91
TG U3: 118–121
TG U4: 68–71, 88–91, 278–281

W.5.1.d Provide a concluding statement or section related to the opinion presented.

TG U1: 118–121, 388–391
TG U2: 98–101
TG U3: 118–121
TG U4: 98–101, 288–291

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

TG U1: 218–221, 238–241, 248–251, 268–271, 288–291, 338–341, 348–351, 358–361, 368–371, 392–399
TG U2: 108–111, 178–181, 218–221, 228–231, 238–241, 258–261, 278–281, 308–311, 328–331, 392–399
TG U3: 178–181, 218–221, 228–231, 248–251, 268–271, 278–281, 298–301, 308–311, 338–341, 392–399
TG U4: 18–21, 28–31, 38–41, 108–111, 118–121, 308–311, 318–321

W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

TG U1: 218–221, 228–231, 268–271, 328–331
TG U2: 218–221, 268–271, 298–301
TG U3: 218–221, 228–231, 278–281, 328–331, 338–341
TG U4: 28–31

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

TG U1: 238–241, 248–251
TG U2: 238–241, 248–251
TG U3: 238–241, 248–251, 258–261

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in *contrast*, *especially*).

TG U1: 278–281
TG U2: 278–281, 298–301
TG U3: 268–271, 300, 392

W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

TG U1: 258–261, 338–341
TG U2: 258–261, 348–351
TG U3: 348–351, 392

W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

TG U1: 288–291
TG U2: 288–291
TG U3: 298–301

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

TG U1: 18–21, 38–41, 48–51, 58–61, 68–71, 88–91, 128–131, 148–151, 168–171, 192–199
TG U3: 28–31, 48–51, 58–61, 78–81, 98–101, 138–141, 158–161, 168–171, 188–191, 192–199

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Text Types and Purposes *continued*

W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

TG U1: 48–51, 68–71, 78–81, 128–131, 138–141

TG U3: 18–21, 28–31, 48–51, 128–131, 138–141

W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

TG U1: 58–61, 88–91, 128–131, 138–141

TG U3: 28–31, 38–41, 58–61, 68–71, 78–81

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

TG U1: 68–71, 138–141

TG U3: 48–51

W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

TG U1: 28–31, 58–61, 78–81, 148–151

TG U3: 38–41, 88–91

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

TG U1: 98–101

TG U3: 98–101, 192–199

Production and Distribution of Writing

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

TG U1: 50, 51, 130, 219, 250, 259, 280, 320, 328, 338, 340, 361, 370

TG U2: 49, 128–131, 141, 258, 260, 280, 328–331, 340, 370

TG U3: 20, 21, 120, 131, 140, 141, 260, 270, 271, 331, 338, 340

TG U4: 129, 130, 220, 238, 248, 258, 260, 278, 288, 298, 328, 338, 358

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

TG U1: 128–131, 158–161, 348–351, 358–361

TG U2: 128–131, 138–141, 148–151, 158–161, 328–331, 338–341, 348–351, 358–361

TG U3: 128–131, 148–151, 158–161, 328–331, 348–351, 358–361

TG U4: 148–151, 158–161, 298–301, 328–331, 358–361, 368–371

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

TG U1: 61, 131, 141, 151, 171, 241, 291, 361, 371

TG U2: 51, 101, 121, 171, 231, 291, 321, 331, 351, 371

TG U3: 51, 141, 171, 191, 221, 281, 301, 331, 361, 371

TG U4: 31, 51, 121, 171, 221, 251, 301, 351, 378–381

Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

TG U1: 178–181, 188–191, 308–311

TG U2: 178–181, 308–311

TG U3: 178–181, 188–191, 308–311

TG U4: 108–111, 308–311, 318–321

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Research to Build and Present Knowledge *continued*

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

TG U1: 180, 190, 308, 310, 318, 320
TG U2: 178–181, 188–191, 220, 270, 271, 290, 291, 308–311, 318–321
TG U3: 180, 181, 250, 260, 288–291, 310, 311, 320, 321
TG U4: 58–59, 108–111, 228–229, 308–311, 318–321

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

TG U1: 28–31, 38–41, 298–301
TG U2: 58–61, 78–81, 120, 190, 378–381, 388–391
TG U3: 108–111, 318–321, 388–391
TG U4: 108–111, 118–121, 388–391

W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

TG U1: 15, 35, 55, 65, 95, 115, 135, 145, 165, 175, 185
TG U2: 15, 45, 65, 95, 125, 145, 185
TG U3: 15, 35, 55, 85, 125, 155, 165, 175, 185
TG U4: 95, 105, 115, 125, 135, 155, 165, 175, 185

W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

TG U1: 215, 225, 265, 285, 305, 325, 335, 355, 365, 385
TG U2: 165, 175, 215, 245, 275, 285, 305, 335, 385
TG U3: 135, 215, 235, 245, 255, 305, 335, 365, 385
TG U4: 15, 55, 75, 215, 235, 265, 295, 325, 335, 365, 375

Range of Writing

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

TG U1: 38–41, 78–81, 108–111, 148–151, 178–181, 192–199, 248–251, 288–291, 308–311, 338–341, 392–399
TG U2: 28–31, 58–61, 88–91, 128–131, 178–181, 192–199, 238–241, 278–281, 338–341, 392–399
TG U3: 18–21, 98–101, 138–141, 188–191, 192–199, 228–231, 268–271, 308–311, 378–381, 392–399
TG U4: 28–31, 68–71, 98–101, 148–151, 192–199, 238–241, 268–271, 308–311, 348–351, 392–399

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

TG U1: 25, 84, 124, 134, 154, 164, 184, 234, 264, 354, 374
TG U2: 54, 84, 114, 134, 144, 234, 294, 324, 344, 364
TG U3: 124, 214, 224, 234, 244, 254, 264, 284, 294, 304, 364, 384
TG U4: 104, 214, 224, 234, 244, 254, 264, 274, 294, 304, 314, 324, 334, 374, 384

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Comprehension and Collaboration *continued*

SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

TG U1: 164
TG U2: 304, 314, 324, 374, 384
TG U3: 164, 354
TG U4: 174, 224, 254, 334, 344, 354

SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

TG U1: 234, 274, 294, 334
TG U2: 174, 184, 198, 314
TG U3: 198, 398
TG U4: 170, 198, 304, 379, 380, 398

SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

TG U1: 104, 154, 164, 254, 294, 364
TG U2: 144, 294
TG U3: 398
TG U4: 198, 304, 354

SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

TG U1: 14, 154, 234, 254, 274, 284, 304, 324, 344, 374, 384
TG U2: 104, 144, 304, 334, 374
TG U3: 264, 334
TG U4: 264, 344, 384

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TG U1: 198, 370
TG U2: 398
TG U3: 44, 171, 398
TG U4: 224, 314, 384

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

TG U1: 74, 84, 104, 370
TG U2: 398
TG U3: 198, 370, 398
TG U4: 170, 198, 304, 380

Presentation of Knowledge and Ideas

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

TG U1: 264, 284, 304, 324, 370
TG U2: 168–171, 192–199, 304, 370
TG U3: 84, 171, 174, 198, 370, 398
TG U4: 198, 244, 380

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

TG U1: 368–371, 398
TG U2: 168–171, 192–199, 328–331, 368–371
TG U3: 168, 198, 278–281, 368–371, 398
TG U4: 198, 398

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Presentation of Knowledge and Ideas *continued*

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

TG U1: 224, 370
TG U2: 169, 244, 264, 370
TG U3: 370
TG U4: 379, 380

LANGUAGE STANDARDS

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TG U1: 29, 49, 69, 89, 109, 139, 169, 259, 299, 339, 369
TG U2: 19, 39, 109, 119, 149, 169, 179, 219, 239, 269
TG U3: 19, 29, 49, 79, 99, 129, 159, 189, 229, 299, 319, 349, 369
TG U4: 19, 29, 39, 79, 109, 129, 159, 229, 239, 259, 279

L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

TG U2: 49, 59, 69, 79, 89, 99
TG U4: 59, 69, 79, 89, 99, 109, 149

L.5.1.b Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

TG U1: 239, 241, 249
TG U3: 239, 249

L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.

TG U1: 119, 129, 139, 149, 219, 229, 259, 269, 279, 309, 319
TG U3: 219, 229, 259, 269

L.5.1.d Recognize and correct inappropriate shifts in verb tense.

TG U1: 309, 319
TG U3: 299, 309

L.5.1.e Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

TG U2: 109
TG U4: 109, 119

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TG U1: 19, 21, 51, 90, 158–161, 240, 358–361
TG U2: 189, 279, 289, 299, 309, 319, 329, 339, 359, 379, 389
TG U3: 19, 21, 70, 71, 158–161, 241, 358–361
TG U4: 158–161, 169, 179, 189, 289, 299, 329, 339, 369, 379, 389

L.5.2.a Use punctuation to separate items in a series.

TG U2: 279, 289
TG U4: 289, 299

L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.

TG U2: 299
TG U4: 309, 319

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Conventions of Standard English *continued*

L.5.2.c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

TG U2: 309, 319, 329**TG U4:** 329, 339, 349

L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.

TG U2: 339, 349, 359, 369**TG U4:** 359, 369

L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

TG U1: 321, 358, 359, 360, 361**TG U2:** 189, 379, 389**TG U3:** 191, 360, 361**TG U4:** 158–161, 179, 189, 368–371, 379, 389

Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TG U1: 39, 79, 99, 139, 179, 259, 299, 309, 339, 349, 369, 389**TG U2:** 29, 49, 69, 89, 129, 149, 169, 219, 259, 279, 319, 359, 379**TG U3:** 19, 59, 79, 109, 149, 189, 239, 279, 309, 349, 369**TG U4:** 29, 69, 89, 109, 159, 229, 249, 279, 299, 349, 369

L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

TG U1: 150**TG U2:** 89, 169, 179**TG U3:** 150, 151**TG U4:** 159, 161, 169, 260

L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

TG U2: 38–39, 53, 255, 256, 257, 313

Vocabulary Acquisition and Use

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

TG U1: 33, 43, 63, 73, 93, 123, 153, 213, 243, 273, 293, 303**TG U2:** 23, 53, 63, 93, 113, 163, 213, 243, 283, 333, 363**TG U3:** 13, 23, 63, 93, 123, 133, 163, 213, 233, 283, 313, 353**TG U4:** 13, 73, 93, 103, 133, 141, 163, 233, 263, 283, 353, 363

L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

TG U1: 33, 53, 63, 73, 93, 133, 153, 163, 253, 283, 313, 323, 343, 363**TG U2:** 33, 43, 63, 73, 83, 93, 103, 113, 253, 263, 283, 293, 303, 363**TG U3:** 23, 53, 73, 93, 113, 143, 163, 213, 233, 243, 303, 333**TG U4:** 13, 73, 123, 153, 223, 243, 263, 283, 303, 333

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Vocabulary Acquisition and Use *continued*

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

TG U1: 43, 73, 243, 343
TG U2: 23, 53, 93, 333
TG U3: 13, 123, 133, 223, 323, 365
TG U4: 43

L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

TG U1: 170, 303, 327
TG U2: 131, 213, 243, 273, 283
TG U3: 13, 23, 63, 170, 213, 233, 313
TG U4: 103, 113, 123, 133, 153, 163

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

TG U1: 105, 107, 111, 255, 256, 257, 275, 276, 277, 345, 346, 347
TG U2: 35, 36, 37, 85, 86, 87, 105, 106, 107, 255, 256, 257, 365, 366, 367
TG U3: 13, 23, 33, 35, 37, 65, 103, 115, 116, 117, 133
TG U4: 43, 53, 135, 136, 137, 153, 165, 166, 167, 246, 247

L.5.5.a Interpret figurative language, including similes and metaphors, in context.

TG U1: 103, 267, 275, 287, 323, 363
TG U2: 35, 36, 37, 256, 365, 366, 367
TG U3: 13, 23, 33, 35, 103, 115
TG U4: 135, 137, 165, 167

L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

TG U2: 23, 38–39, 41, 105
TG U4: 33

L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

TG U1: 111, 363
TG U2: 13, 391
TG U3: 13, 113
TG U4: 53, 136, 153

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

TG U1: 14, 34, 74, 94, 114, 144, 174, 214, 244, 264, 304, 344, 374
TG U2: 164, 214, 224, 254, 264, 274, 284, 304, 314, 334, 364
TG U3: 14, 44, 74, 104, 154, 214, 234, 284, 344, 364, 384
TG U4: 14, 44, 74, 94, 114, 144, 184, 234, 264, 314, 344, 374

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